# Fayetteville Technical Community College

# Academic Program Review

# Medical Office Administration

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Proponent:  Vice President for Academic and Student Services

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Available online at:
http://www.faytechcc.edu/institutional_effectiveness/handbookmanualplans.aspx

# FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE

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X. Academic Program Review

# X-1 Mission

The mission of Fayetteville Technical Community College (FTCC) is to serve our community as a learning-centered institution to build a globally competitive workforce supporting economic development. FTCC promotes the growth of the whole person in a caring environment that encourages strong ethical values, personal integrity, and a sense of responsibility to the needs of society.

# X-2 Purpose of Review

The purpose of program review is to strengthen department programs and increase department efficiencies and effectiveness. The review assesses and critically evaluates a program's stated outcomes and use of supporting resources to measure if the program is fulfilling its goals and adequately supports the College mission. The process necessitates documenting successful and unsuccessful efforts, identifying future needs, and verifying compliance with accreditation and college standards. The results of the review process will serve as a tool for continuous program improvements and will impact the institutional and program-level planning and budgeting activities. Program review becomes the baseline measurement of where the program is right now, where program managers would like for it to be in the next one to five years and planned achievement targets, qualitative and quantitative measurements, analysis of those measurements to report findings, and projected action plans and dates for reaching those future objectives. Program review is not intended to replace formal assessment activities in the WEAVE Assessment Management System and is intended to provide additional support and quantitative/qualitative evidence to further support the outcomes and findings housed in WEAVE.

# X-3 Overview of Program Review Process

1. The Program Review Process (PRP) begins with a Program Self-Study. The Department Chair organizes a team to conduct the Self-Study. The team must include the Department Chair (or Program Coordinator), all full time faculty members regularly teaching program courses and at least one part-time faculty member that has taught in the program for two or more semesters. All required historical statistical and numerical data will be provided by the Human Resources, Workforce Development, and Institutional Effectiveness (HR/WFD/IE) Office.
2. Teams shall use the current electronic version of the Program Review Self-Study template (Fill-in form P-1). Supplemental information and supporting documentation is highly encouraged to adequately support the program review findings.
3. A full Self-Study shall be submitted to the Chief Academic Officer (CAO) every three (3) years with annual updates submitted by March 15 of the academic year

during the subsequent two years.  Timely submission and quality of analysis will be addressed as part of the Department Chair/Program Coordinator's annual performance appraisal.

4. Upon submission of the full 3-year program review, the departmental Program Review Team will meet to prepare a presentation of their self-assessment findings and recommendations to the CAO, AVP for Curriculum Programs, and the appropriate Academic Program Dean.  The presentation must include the Self-Study Team's recommendations for continuous improvement and required program support to implement those improvements.  These recommendations shall be considered during future budgets and personnel decisions.  Department Chairs/Program Coordinators shall submit necessary budget decision packages (see fill-in forms E-5, E-6, E-28, E-15, F-2, I-11, and O-1).

5. The remainder of this publication reflects items that must be included in the program review and mirror the contents of the program review fill-in form (P-1).

# X-3.1  Program Description, Policies, and Affiliations
**(Self-Study Team's assessment)**

## A.  Provide a description of the program.

This curriculum prepares individuals for employment in medical and other health-care related offices. Course work will include medical terminology, information systems, office management, medical coding, billing and insurance, legal and ethical issues, and formatting and word processing. Students will learn administrative and support functions and develop skills applicable in medical environments.

Employment opportunities are available in medical and dental offices, hospitals, insurance companies, laboratories, medical supply companies, and other health-care related organizations.

**B. Discuss how the program supports the College in fulfilling its mission. List your program's mission, targeted future goals and objectives and how those goals/objectives are linked to the College's Institutional Goals and Strategies located in the FTCC Strategic Plan.**

The Medical Office Administration program supports FTCC's mission by providing a quality networking education program to enhance the IT professional workforce in a global economy. The efforts to remain current with healthcare changes in practice and technologies are the key to continued support of that mission. Through continued collaboration with medical professionals, our program will remain current and our impact will continue to be beneficial to the workforce in the 21st century.

**C. Beyond general College admission policies, list any special requirements pertaining to program admission (i.e. passing a background check, GPA requirement, etc.).**

The Medical Office Administration Department does not require any additional admissions requirements in addition to FTCC's current policies.

**D. List articulation or other such agreements that the program currently has with other community colleges or four-year institutions. Briefly describe the details of such agreements, including when the agreements were last reviewed, updated and approved by the partnering colleges.**

Currently, there are no active formal articulation agreements with other community colleges or four-year institutions.

**E. List specific linkages or partnerships the program has with local businesses, community or civic organizations, K-12 schools, etc. Briefly describe the nature of such partnerships. Include relevant contact information for partnering businesses, organizations, etc.**

A certificate in Medical Coding and Billing is available under our High School Connections program. To be eligible, the High School Connections student would need to take the OST 141, OST 142, OST 148, OST 149, OST 247 and OST 248. OST 141 and OST 142 is also offered to High School Connections students enrolled in the Emergency Medical Science certificate. In addition, effect spring 2015, OST 141 and OST 142 will be taught at the Howard Health and Life Sciences High School.

# X-3.2  Program Curriculum

## (Self-Study Team's assessment)

## A.  List the program's approved plan of study.  Provide the suggested sequence of course numbers, titles, and credits.

Currently, the student course program of study is listed below:

FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE
MEDICAL OFFICE ADMINISTRATION (A25310)
Effective Date: Fall 2014
Revised: 03/06/14     Length: 5 Semesters
Prerequisite: High School Diploma and 1 unit of Algebra, Placement Test Equivalent
Award: Associate in Applied Science

FALL SEMESTER 1

| Prefix No. | Title | Class | Lab | Clinical | Credit |
|---|---|---|---|---|---|
| | ACA Elective | 1 | 0 | 0 | 1 |
| ENG111 | Writing and Inquiry | 3 | 0 | 0 | 3 |
| OST130 | Comprehensive Keyboarding | 2 | 2 | 0 | 3 |
| or | | | | | |
| OST131 | Keyboarding | 1 | 2 | 0 | 2 |
| OST141 | Med Terms I – Med Office | 3 | 0 | 0 | 3 |
| OST149 | Medical Legal Issues | 3 | 0 | 0 | 3 |
| | Math Elective | 2 | 2 | 0 | 3 |

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| | Totals | 13 | 4 | 0 | 15 |

SPRING SEMESTER 1

| Prefix No. | Title | Class | Lab | Clinical | Credit |
|---|---|---|---|---|---|
| CIS-110 | Introduction to Computers | 2 | 2 | 0 | 3 |
| or | | | | | |
| OST137 | Office Software Applications | 2 | 2 | 0 | 3 |
| OST132 | Keyboard Skill Building | 1 | 2 | 0 | 2 |
| OST136 | Word Processing | 2 | 2 | 0 | 3 |
| OST142 | Med Terms II – Med Office | 3 | 0 | 0 | 3 |
| OST148 | Med Coding, Billing & Ins | 3 | 0 | 0 | 3 |
| OST164 | Text Editing Applications | 3 | 0 | 0 | 3 |

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| | Totals | 14 | 6 | 0 | 17 |

SUMMER SEMESTER 1

| Prefix No. | Title | Class | Lab | Clinical | Credit |
|---|---|---|---|---|---|
| | Major Elective | 3 | 0 | 0 | 3 |
| | Social Behavioral Science Elective | 3 | 0 | 0 | 3 |

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| | Totals | 6 | 0 | 0 | 6 |

FALL SEMESTER 2

| Prefix No. | Title | Class | Lab | Clinical | Credit |
|---|---|---|---|---|---|
| COM120 | Intro Interpersonal Com | 3 | 0 | 0 | 3 |
| or | | | | | |
| COM231 | Public Speaking | 3 | 0 | 0 | 3 |
| MED116 | Introduction to A & P | 3 | 2 | 0 | 4 |
| OST236 | Adv Word/Information Proc | 2 | 2 | 0 | 3 |
| OST281 | Emerg Issue in Med Ofc | 3 | 0 | 0 | 3 |
| | Major Elective | 2 | 0 | 0 | 2 |

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| | Totals | 13 | 4 | 0 | 15 |

SPRING SEMESTER 2

| Prefix No. | Title | Class | Lab | Clinical | Credit |
|---|---|---|---|---|---|
| OST243 | Med Office Simulation | 2 | 2 | 0 | 3 |
| OST285 | Adv Emerg Issu in Med Ofc | 3 | 0 | 0 | 3 |
| WBL111 | Work-Based Learning I | 0 | 0 | 10 | 1 |
| | Humanities/Fine Arts Elective | 3 | 0 | 0 | 3 |
| | Major Elective | 2 | 0 | 0 | 2 |

----- ----- ----- -----

| | Totals | 10 | 2 | 10 | 12 |

TOTAL REQUIRED CREDITS.... 65

Work-Based Learning Option: One (1) credit hour is required. Qualified students may elect to take up to one (1) additional credit hours of Work-Based Learning in lieu of a Major elective provided they acquire approval from the Work-Based Learning Coordinator and the Department Chairperson.
*Note: Students may not take an introductory foreign language to fulfill the Humanities/Fine Arts requirement.

With regards to the major elective requirement, student have the autonomy to select their own area of specialization. This allows them, if they so choose, to spin off one or all of the certificate options available through MOA.

C25310C1 Medical Office Administration Certificate
C25310C2 Medical Coding Specialist Certificate
C25310C3 Dental Office Specialist
C25310C4 Inpatient Medical Coding Specialist

**B.  State the specific student learning outcomes and graduation competencies of the program.  Describe them in measurable terms including discussion of the department approved metrics/rubrics used to assess those competencies.  Include references to the program's general education outcomes and career-related skills.  For example, link program outcomes to the approved FTCC General Education Competencies located on the College's Human Resources, Workforce Development and Institutional Effectiveness website.**

| Student Learning Outcomes | FTCC General Education Competencies | Graduate Competencies |
|---|---|---|
| Communicate effectively with customers, co-workers, and employers. | Students will communicate effectively using the conventions of American Standard English in professional and academic environments. | Display professional communication skills. |
| Use critical thinking skills to make logical decisions in composing technical business documents by applying the rules of business English. | Use critical thinking to analyze problems and make logical decisions. | Demonstrate critical thinking skills in complete sentences, content, grammar, punctuation, capitalization, etc. |
| Our graduates must be prepared to serve within our community as well as across the globe as administrative support and office professionals for entry-level, supervisory, and middle management positions in business, government, and industry positions. | Demonstrate socialization skills that support cultural awareness and a global perspective. | Prepare a well written report to communicate complex ideas clearly medical office professionals. |
| Complete various assignments in the QuickBooks software. Students will complete an assignment that requires them to enter payroll information and produce a report. | Demonstrate quantitative competencies. | Handle payroll at their place of employment. |
| Work effectively in a computerized word processing environment. | Demonstrate computer literacy. | Perform comprehensive fundamental word processing concepts. |
|  |  |  |

**C. How does the curriculum ensure that it is and/or remains relevant to students in the 21st century and the expected challenges and opportunities they will face upon graduation?**

Textbooks and software are chosen and updated as policies/procedures change within the field. The program advisory committee is used to provide such information needed to stay current with those changes.

**D. Describe the methods (formal and/or informal) used to ensure continued program currency. How the faculty is involved in the process to maintain program currency? How is the program advisory committee involved? How have outside consultants been used?**

In order to remain current, adjunct instructors are hired who are currently working in the field. Those adjuncts are brought in routinely for various meetings and training classes to allow them to share their knowledge from the workplace. The program advisory committee is consulted throughout the year in various meetings and phone calls to discuss what is current within their scope of practice and what they would like for our students to have as they enter the workplace.

**E.  What changes have been made to the curriculum program of study during the past three years?  Why were these changes made?  Did the changes result in anticipated outcomes originally driving the change?**

Changes made with the last few years have been to reduce the total number of hours required per FTCC guidelines. Other program specific changes include the creation of additional courses added to the major other pick list to allow students the autonomy to determine their areas of specialty. Through this selection process, certificate programs are generated for the student to complete in addition to their degree. Some of the courses added were courses that are only required in the Office Administration curricula. This change to the program opened the door to a higher number of certificate graduates in Medical Office Administration as well as our "sister" program of Office Administration. Students appreciate the ability to demonstrate their competency in specialized fields.

**F.  What curriculum changes are currently being considered?  Why?**

Other curriculum changes are the addition of more certificate programs, such as an Electronic Health Record and Medical Document Specialist. With the increase in medical facilities using EHRs, the need for specialized training is evident. There are individuals currently working in the field who are not interested in obtaining a degree, but need career-specific training to retain their current positions.

**G. List members of the program's advisory committee (if one exists). Include names, titles, and backgrounds, how long members have served, and any criteria used by the program leadership to select members.**

Ms. Crystal Black
Social Work Program Manager
Cumberland County Dept. of Social Services
Member since 2001

Dr. Andrea Dickerson
OB/GYN Specialist
A Woman's Place
Member since 2003

Ms. Polly Weese
HR Manager
Highsmith Rainey
Member since 2007

Mrs. Tanja McIntosh
Insurance Biller
Cape Fear Family Medical Care
Member since 2011

Serious consideration is given in the selection of members of the Medical Office Administration Advisory Committee. Individuals from various backgrounds and types of employment are used to offer a wide-range of opinion and feedback to assist in the decision-making process for the MOA program.

**H. How often does the advisory committee meet? Describe how active the committee is as issues are discussed related to the program. Identify how meetings are conducted and how recommendations are put forward for consideration of approval. Attach a copy of the last advisory committee meeting minutes as supporting documentation.**

The MOA Advisory Committee meets a minimum of one time each academic year, traditionally in the fall and routinely in the spring. These meetings take place typically on campus with follow up meetings done electronically via email correspondence. Committee members have an active voice in the decision making process regarding changes or updates within the program. Meetings are conducted in a relaxed environment with a meal provided. Textbook publishing companies are invited to demonstration technical changes within our textbooks of choice. The committee offers ideas and suggestions to improve or enhance the current curriculum.

See last advisory committee meeting minutes below:
Fayetteville Technical Community College
Committee/Subcommittee: Advisory Committee
Meeting Minutes
Date:  Friday, December 6, 2013


I.      Call to order
        A.   Denise DeDeaux called the meeting to order.
        B.   The date of the meeting was December 6, 2013; the time was
             11:30 a.m., and the meeting was held at FTCC, ATC 219.

II.     Roll call
        A.   The following committee members were present: Andrea Dickerson, Crystal Black, and Tanja McIntosh
        B.   The following guests were present: Deborah Gause, Brandy Strickland, Kelly Strickland, Juliette McCullough, and Katherine Pugh.
III.    Approval of minutes from previous meeting
        A.   Denise DeDeaux distributed the minutes from the previous meeting.
        B.   ☒ The minutes of the previous meeting were approved as read.  ☐ The minutes of the previous meeting were approved as read but with recommended changes (formatting, grammar, punctuation) that do not materially affect the content of the minutes.
        C.   The following content changes to the minutes were recommended:
             1.      N/A
             2.
IV.     Old business
        A.   Discussion/update of the following open items occurred:
             1.      The format for the Annual Program Review and Assessment for 2014-2015 is being updated to request

and provide more detailed information in an effort to identify the areas of greatest needs for each program area. The program review and assessment addresses the need to develop and maintain continuous improvement processes for both the student and department.

2. MKT 223 (Customer Service) was added to the Fall 2014 curriculum.
3. The Medical Office Administration curriculum changes for Fall 2014 have been submitted for approval. The change reflects the college mandated change to 65 credit hours. To allow for this to take place, the major elective pick list requirement was decreased from 9 to 7 credit hours. This prevents having to remove any additional classes from the program. The certificate for high school students through High School Connections is still a success.
4. Students are continuing to successfully register themselves for classes using WebAdvisor. As advisors, we still strongly encourage students to seek advisement before registering for classes to be sure that they are in sequence and are registering for necessary prerequisites.
5. OST 080 is no longer being offered since it is a developmental course but not supported by financial aid. OST 130 and OST 132 are currently being offered at Spring Lake and on main campus. OST 131 will replace OST 130 in the fall.
6. FTCC continues to offer classes online in three different formats:
    1. In the traditional format, the entire course is completed online.
    2. In the hybrid format, at least 51% is completed online and the remainder is completed face-to-face.
    3. The Web-assisted format is more flexible in that it is determined by the instructor how much of the course work is online and how much is face-to-face.
7. There are currently two full-time Medical Office Administration faculty; however, the number of adjunct faculty has grown from five to ten. We are continuing to look for additional qualified adjunct instructors due to the continued growth of the program.
8. Student enrollment in Medical Office Administration for 2013-2014 is close to 400 students.

B. Discussion/update of the status of the following action items occurred:
1. Action item        ; the status of this action item is        .
2. Action item        ; the status of this action item is        .

V.      New business
A. Discussion of the following new business occurred.
    1. The health programs area is adding Medical Terminology classes to their high school and EMS programs. This is allowing for additional sections as well as increase in student enrollment for MOA.
    2. The Cooperative Education Department has made a state-wide change. The course will no longer be called COE, but WBL, Work-Based Learning. This does not affect how our program is handled, it is mainly just a cosmetic change in the title.
    3. Additional courses were added to the major elective pick list in the updated MOA Educational Plan to include several Office Administration classes as well as First Aid and CPR. This will allow students more choices and benefit our sister program, Office Administration.

B. Discussion of new action items occurred.
1. Action item        ; this action item was assigned to        ; this action item should be completed or an update provided by        .
2. Action item        ; this action item was assigned to        ; this action item should be completed or an update provided by        .
C. Summary of today's new action items occurred.

VI.    Next meeting:  Tentatively, November 2014.
VII.   Adjournment – meeting facilitator Denise DeDeaux closed the meeting at 2 p.m.

Minutes prepared by:        Deborah Gause, Medical Office Administration Adjunct Instructor
        Denise DeDeaux, Department Chair, Medical Office Administration

**I.  What specific issues or concerns have been addressed by the advisory committee during the past three years?  Describe any activities the department has used over the last 3 years suggested by the committee related to keeping the curriculum current.  Relate how effective the committee is at communicating its concerns and how the advisory committee's effectiveness might be improved.**

As a result of past advisory committee meetings, the requirement for our student's to complete a Work-Based Learning internship in a local medical facility was unanimously agreed upon to continue it in the program. Also, the addition of Electronic Health Records as opposed to a Medical Transcription class was approved. The need to update the instruction of ICD-10 coding as opposed to ICD-9 coding was implemented. The committee is very effective in communicating their concerns as well as what improvements need to be made to remain current with healthcare trends.

# X-3.3  Faculty
## (Self-Study Team's assessment)

A. **For the past three (3) academic years, provide the total number of sections, by course number, run by the program and the percentage of those that were taught by full-time faculty members.**

### Medical Office Administration Core Courses Offered by Semester (Fall 2010-Fall 2013)

| | 2010FA | 2011SP | 2011SU | 2011FA | 2012SP | 2012SU | 2012FA | 2013SP | 2013SU | 2013FA |
|---|---|---|---|---|---|---|---|---|---|---|
| HIT-211 | * | * | * | ** | 1 | ** | ** | 1 | ** | ** |
| HIT-214 | * | * | * | ** | 1 | ** | ** | 1 | ** | ** |
| HIT-215 | * | * | * | ** | 1 | ** | ** | 1 | ** | ** |
| MED-116 | 2 | 1 | *** | 2 | 1 | *** | 2 | 1 | *** | 2 |
| OST-141 | 9 | 4 | *** | 9 | 4 | *** | 10 | 4 | *** | 11 |
| OST-142 | 4 | 6 | *** | 5 | 6 | *** | 6 | 6 | *** | 4 |
| OST-143 | 2 | 1 | *** | 1 | 1 | *** | 1 | 1 | *** | 2 |
| OST-147 | **** | 1 | *** | 1 | 1 | *** | 1 | 1 | *** | 1 |
| OST-148 | 3 | 4 | *** | 4 | 4 | *** | 2 | 5 | *** | 2 |
| OST-149 | 5 | 2 | *** | 5 | 3 | *** | 5 | 2 | *** | 6 |
| OST-241 | 1 | ***** | ***** | 1 | ***** | ***** | ***** | ***** | ***** | ***** |
| OST-243 | ** | 2 | ** | ** | 2 | ** | ** | 2 | ** | ** |
| OST-245 | ***** | ***** | 1 | ***** | ***** | 1 | ***** | 1 | 1 | ***** |
| OST-246 | ***** | ***** | 1 | ***** | ***** | 1 | ***** | 1 | 1 | ***** |
| OST-247 | 2 | 3 | *** | 2 | 3 | *** | 2 | 2 | *** | 2 |
| OST-248 | ***** | 3 | ***** | ***** | 3 | ***** | 2 | 3 | ***** | 2 |
| OST-249 | ***** | 1 | 1 | ***** | ***** | 1 | ***** | 1 | 1 | ***** |
| OST-281 | 2 | 1 | *** | 3 | 1 | *** | 2 | 1 | *** | 2 |
| OST-285 | ***** | 2 | ***** | ***** | 3 | ***** | 1 | 2 | ***** | 1 |

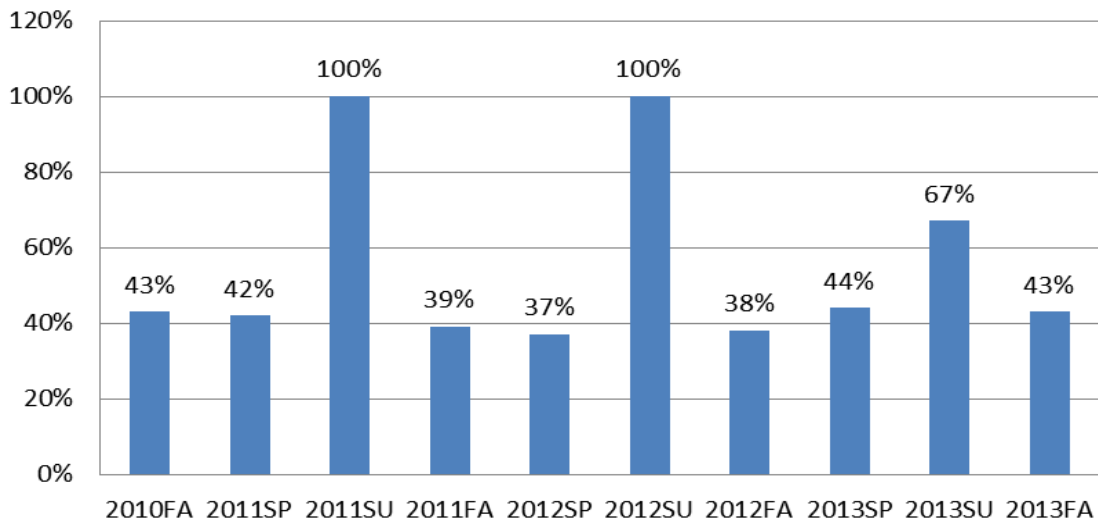**\*Core Course offered under a different course title.**
**\*\*Core Course offered during the Spring term.**
**\*\*\*Core Course offered during the Fall and Spring terms.**
**\*\*\*\*Core Course not offered.**
**\*\*\*\*\*Core Course offered based upon course sequencing and student education plans.**

**Percentage of Medical Office Administration Core Courses Taught by Full-Time Faculty (Fall 2010-Fall 2013)**

| Term | Percentage |
|------|-----------|
| 2010FA | 43% |
| 2011SP | 42% |
| 2011SU | 100% |
| 2011FA | 39% |
| 2012SP | 37% |
| 2012SU | 100% |
| 2012FA | 38% |
| 2013SP | 44% |
| 2013SU | 67% |
| 2013FA | 43% |

It should be noted that the department was using approximately four to five part-time instructors plus two full-time instructors up until the 2013-14 academic year. During the 2013-14 academic year, an additional five adjunct instructors were hired to accommodate the course load. In our current term, another five part-time instructors are being hired to begin teaching during the 2014 FA2 term. As a result of the department only having two full-time instructors, the percentage of courses being taught by part-timers will be higher in the current academic year than the percentages shown in the data shown above. Since there are fewer classes taught during the summer terms, the one 12-month faculty is responsible for teaching those courses which is reflected in the 100% rate.

**B. Define the criteria used to determine faculty qualification to teach in the program. List any degree requirements, as well as relevant certification, licensure, and experience used to evaluate candidates during the hiring process.**

In order to teach in the Medical Office Administration program, there is a minimum requirement of an Associate's Degree in a related field, but a Bachelor's degree is preferred. Further consideration is given to those individuals teaching specialized courses such as, coding and anatomy and physiology. Instructors with experience or certification as a professional coder are seriously considered. Instructors are also used from backgrounds in nursing and medical management.

**C. Are all faculty (full-time and part-time) appropriately credentialed and qualified to teach in the program? Please explain and provide a list of faculty (including their rank, length of service, highest degree, areas of specialization, and relevant experience).**

All full-time and part-time faculties are appropriately credentialed and qualified to teach in the program.

| Name | Rank | Years of Service | Highest Degree | Areas of Specialization | Relevant Experience |
|---|---|---|---|---|---|
| Denise DeDeaux | Dept Chair | 15.5 | Masters | management, Coding | medical office management, coding, billing, transcription, ED assistant |
| Brenda McArthur | FT | 7 | Masters | | |
| Cynthia Aquino | PT | 1 | Masters | | |
| Deborah Gause | PT | 8 | | | |
| Tanja McIntosh | PT | 4 | Associate | Coding and billing, patient accounting software and EHR | Coding, billing, medical office |
| Katherine Pugh | PT | 2 | | | |
| Brandy Strickland | PT | 1 | | Medical terminology, ethics, patient accounting software and EHR | |
| Kelly Strickland | PT | 1 | | medical terminology, ethics, medical billing | Medical management, radiography |
| Tonja Teter | PT | 1 | Bachelors | Anatomy & Physiology, medical terminology | Nursing |
| Joseph Weagraff | PT | 8 | Doctorate in process | Anatomy & Physiology, medical terminology, ethics | Nursing, |
| New Hires In Process: Charmaine Askew Gennadiy Daych Jennifer Dobbins Kandi Morehead Karla Sessoms | All PT | | | | |

**D.  Are all faculty, including adjuncts, evaluated on a periodic basis?  If so, what is the schedule for the process?  Is the program up-to-date on the completion of faculty evaluation?  Why or why not?  What have been the general findings of the evaluations?**

All full-time and part-time faculty are evaluated on a periodic basis. Adjuncts are evaluated by classroom observations, along with student evaluations. Online adjunct reviews are conducted by evaluation of their Blackboard site and content.  Full-time faculty members are evaluated annually in May, both with a performance evaluation and classroom observation.  Student evaluations are done on online classes, both 8 and 16 weeks in length. Classroom observations are done by the Department Chair and online evaluations are sent to the instructors for their review.

The general findings over the course of the previous years have been positive, but various negative comments were made.  These evaluations are used to help instructors improve their skills in the classroom.  Through the evaluation process this year, one full-time faculty member needed guidance and improvement. Procedures are in place to assist this instructor to be successful.  Suggestions and guidance have been offered to all faculty who received any negative comments for overall improvement within the department.

**E. Describe full-time faculty participation in professional development opportunities. Explain how professional development contributes to the overall effectiveness of the program. Provide a list of faculty and their professional development experiences for the past three (3) years.**

All full-time instructors must participate in at least 30 hours of professional development yearly. As part of their evaluation and performance review, faculty must provide a P-14 Professional Development form stating their professional development activities. Over the past three year, professional developments for instructors typically included the following: Webinars hosted by publishers and software vendors and FTCC directed sessions. Below is a condensed listing of their activities – a full review can be done by reviewing each individual P-14 Professional Development Form. Part-time instructors were invited to participate in Advisory Committee Meetings as well as several textbook company demonstrations and training. Full-time faculty activities are as follows:

***Denise DeDeaux:***
MOA Training With Pearson Med Term Software
Sexual Harrassment Cum Hall Aud  Training
Cengage PD Day
McGraw Hll Health Professions Symposium, Chicago, IL
Electronic Health Records Webinar
DDI Training
Career Coaching
Self-Directed online training in Office 2010
Self-Directed online training in MediSoft
NCCCS Conference
Elsevier Pageburst Demonstration
AHIMA Academy for ICD-10-CM/PCS: Building Expert Trainers in Diagnosis and Procedure Coding
McGraw Connect Workshop
SNCAHRSP Planning Retreat

***Brenda McArthur-Strong:***
MOA Training With Pearson Med Term Software
Sexual Harrassment Cum Hall Aud  Training
Cis 110 Intro to computers ATC Training session
Southeastern Health Hosp.. Consult. IRB Research Discussion Forum
Medical Terminology Class, Continuing Education
MOA Software Discussion Training
Hoke County Health Department: Research sampling for diabetes patients: Study focused on the minority populations.
Southeastern Regional Medical Center:  member Serving/ research committee

**F. Describe full-time faculty research initiatives, conference or other presentations, and publishing ventures. Explain how faculty research projects contribute to the overall effectiveness of the program. Provide a list of faculty, their research projects, and presentations/publications.**

Denise DeDeaux has been involved in various research projects for a successful textbook publishing company. She is currently being used as a Digital Faculty Consultant to be used for the review and editing of medical terminology and coding and billing textbooks. She was chosen to be a part of their Healthcare Professionals Symposium where suggestions and proposals were offered by the participants for the improvement of the textbooks offered to colleges and universities. The contributions given and received are being implemented within the current program through the use of various textbooks and their resources for the overall effectiveness of the program.

# X-3.4 Resources and Support Services

**(Self-Study Team's assessment)**

**A. Does the program use labs, unique classroom spaces such as clinical sites, or specialized equipment or supplies? If so, please provide details.**

The program only uses computer classrooms labs to instruct departmental software programs.

**B. Are the spaces and supplies mentioned above adequate in meeting the needs of the program and its students? Indicate the strengths and limitations of the resources provided. Please include recommendations for how their provision could be improved.**

For the most part, the space is adequate when students are required to purchase their own software necessary in the course. It would prove advantageous if a computer lab was designed specifically for the Medical Office Professional. Once that could simulate the patient's experience from check-in to check-out within the medical facilities/physician's office.

**C.  Does the program receive support services from the Library, Information Technology, Student Development, or any other offices or departments?  Please list the service providers and their contributions to the program.  Be sure to include other academic departments that contribute to the success of the program.**

The Medical Office Administration program receives support services from the Library by allowing the department to house reference textbooks and manuals for student use. Also, through the E-Library services links, students are able to use an electronic version of the current coding manuals necessary to perform the work assigned in various courses within the MOA program.

**D.  Are the support services mentioned above adequate in meeting the needs of the program and its students?  Indicate the strengths and limitations of the services provided.  Please include recommendations for how services could be improved.**

For the purpose of coding, it is fairly adequate; however, information on how to log into the site when away from campus, would be beneficial to not only the students, but to the instructor as well.

**E. Does the program anticipate needing any non-routine budget allocations during the next three years? If so, please provide details. For example, will more faculty be required based on enrollment projections or will inadequate or outdated equipment or classroom space need to be replaced or improved?**
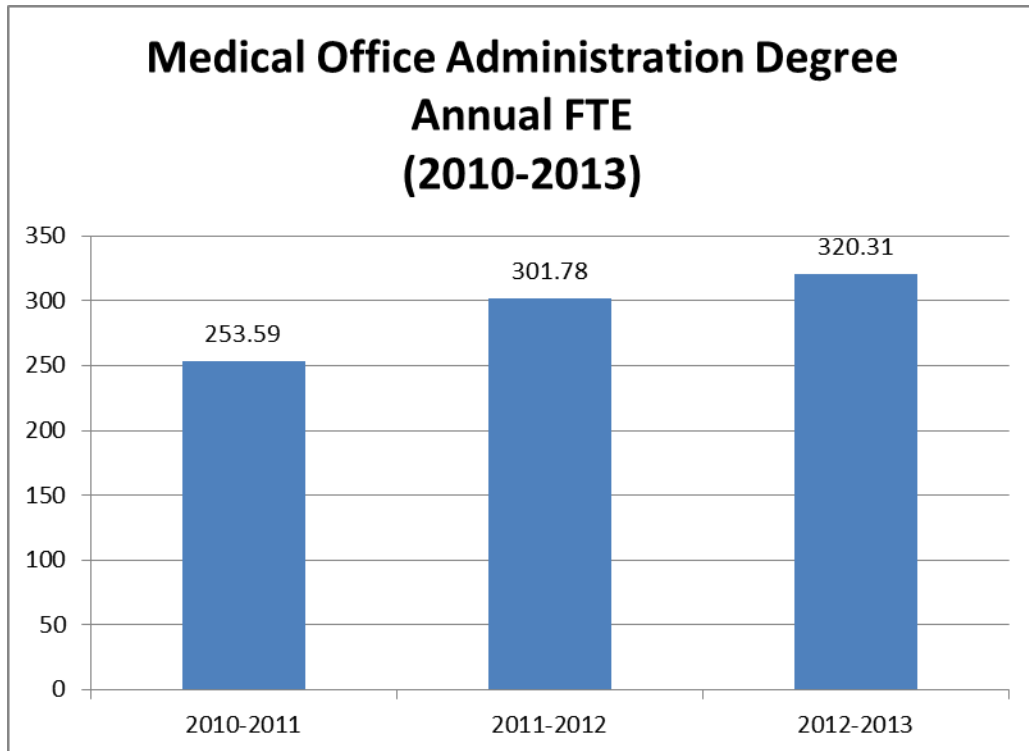
The MOA program has been in the need for additional full-time faculty for the past several years. The department has been at the top of the list for an expansion position and based on current FTEs as well as projected enrollment, the program would benefit from at least one additional full-time faculty member.
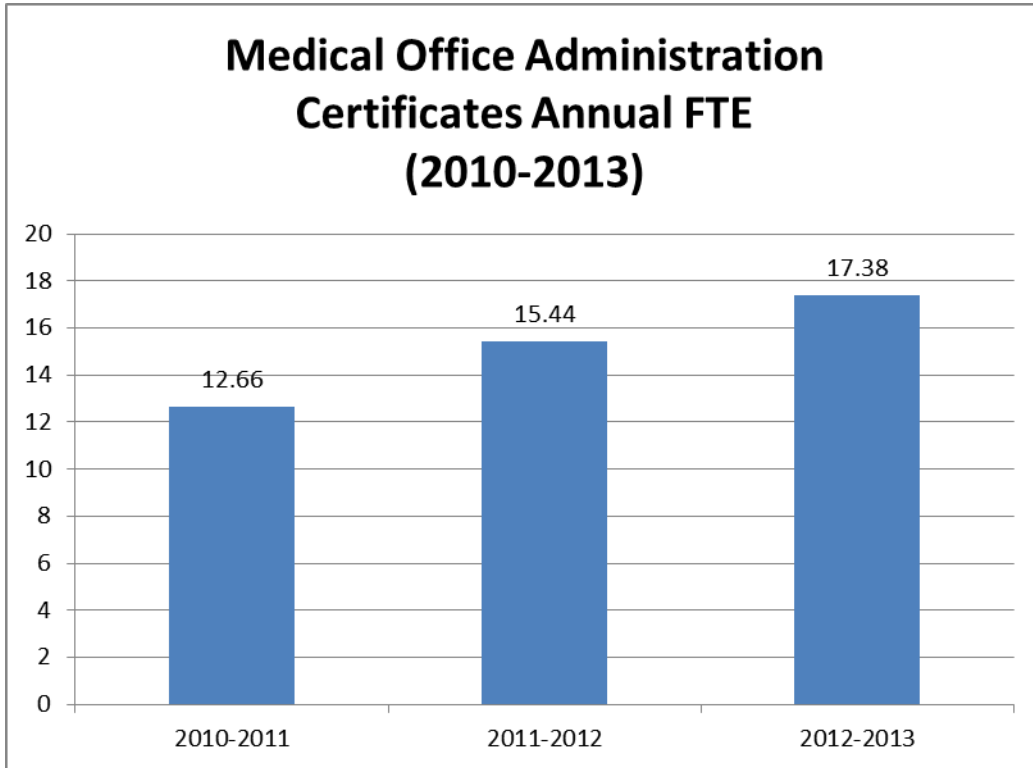
**F. Please describe your relationship with the FTCC Grants Department. Please describe all activities your department has engaged in to receive grants during the past three (3) years.**

There has been no relationship or activities between MOA and the FTCC Grants Department over the past three years.
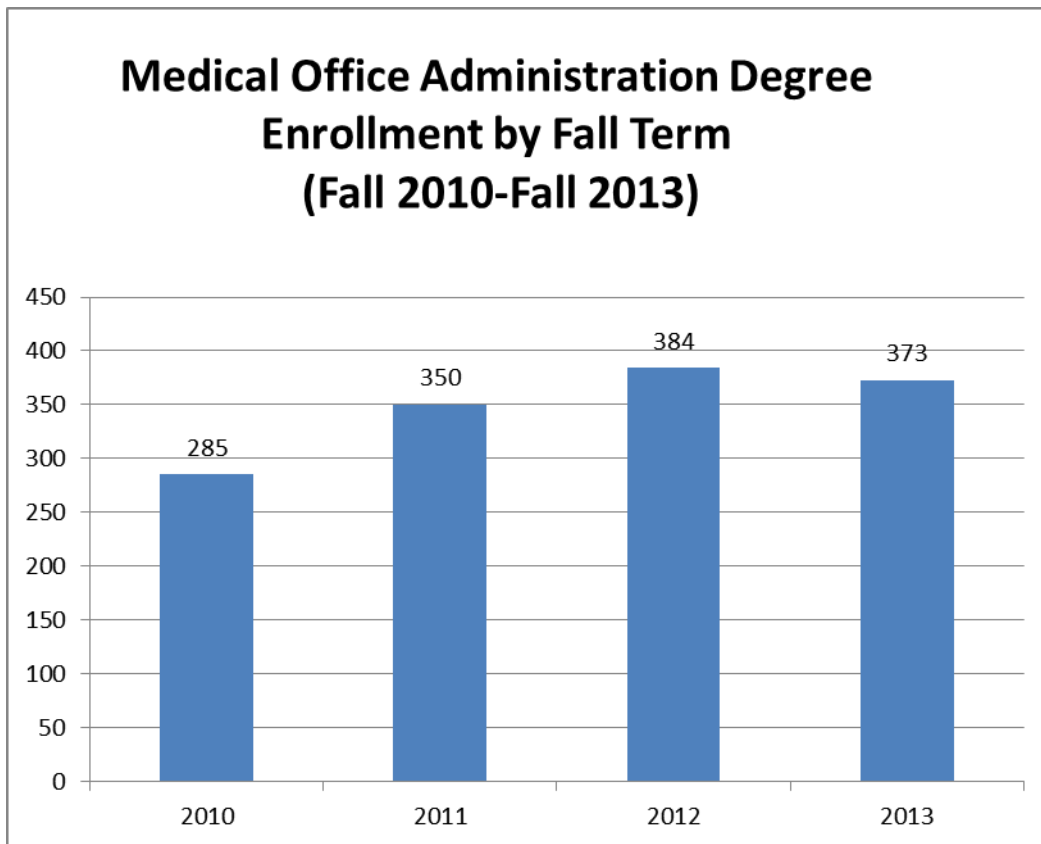
# X-3.5 Enrollment, Recruitment, and Outcomes Assessment

A. Analyze the number of FTE generated by courses in the program for the past three (3) academic years. What are the specific causes for upward and downward trend lines?



Medical Office Administration Degree Annual FTE (2010-2013)

**Medical Office Administration
Certificates Annual FTE
(2010-2013)**

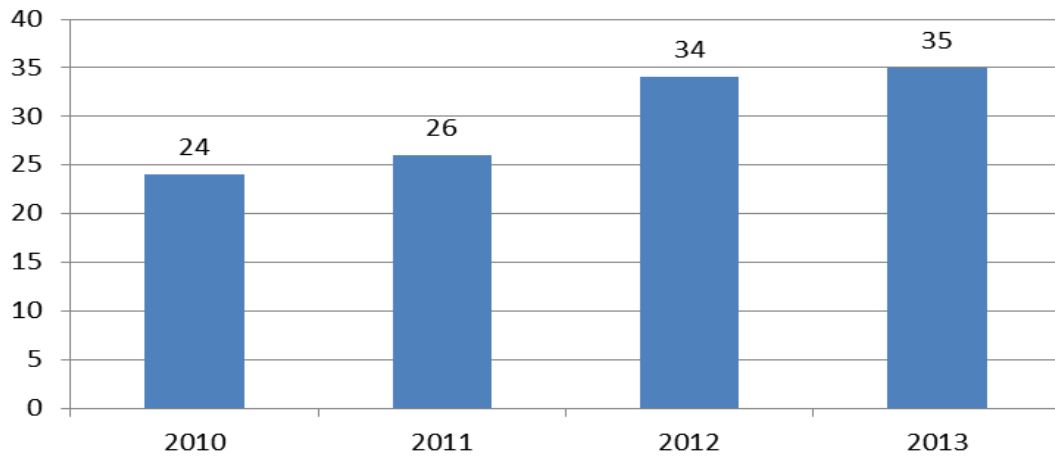| Year | FTE |
|------|-----|
| 2010-2011 | 12.66 |
| 2011-2012 | 15.44 |
| 2012-2013 | 17.38 |

*For reporting purposes, the NCCCS Data Warehouse does not separate FTE with certificates attached to a parent Associate's degree or diploma, they are reported cumulatively as one certificate.

**Medical Office Administration Degree
Enrollment by Fall Term
(Fall 2010-Fall 2013)**

| Year | Enrollment |
|------|-----------|
| 2010 | 285 |
| 2011 | 350 |
| 2012 | 384 |
| 2013 | 373 |

## Medical Office Administration Certificates Enrollment by Fall Term (Fall 2010-Fall 2013)

| Year | Enrollment |
|------|-----------|
| 2010 | 24 |
| 2011 | 26 |
| 2012 | 34 |
| 2013 | 35 |

*For reporting purposes, the NCCCS Data Warehouse does not separate enrollment with certificates attached to a parent Associate's degree or diploma, they are reported cumulatively as one certificate.
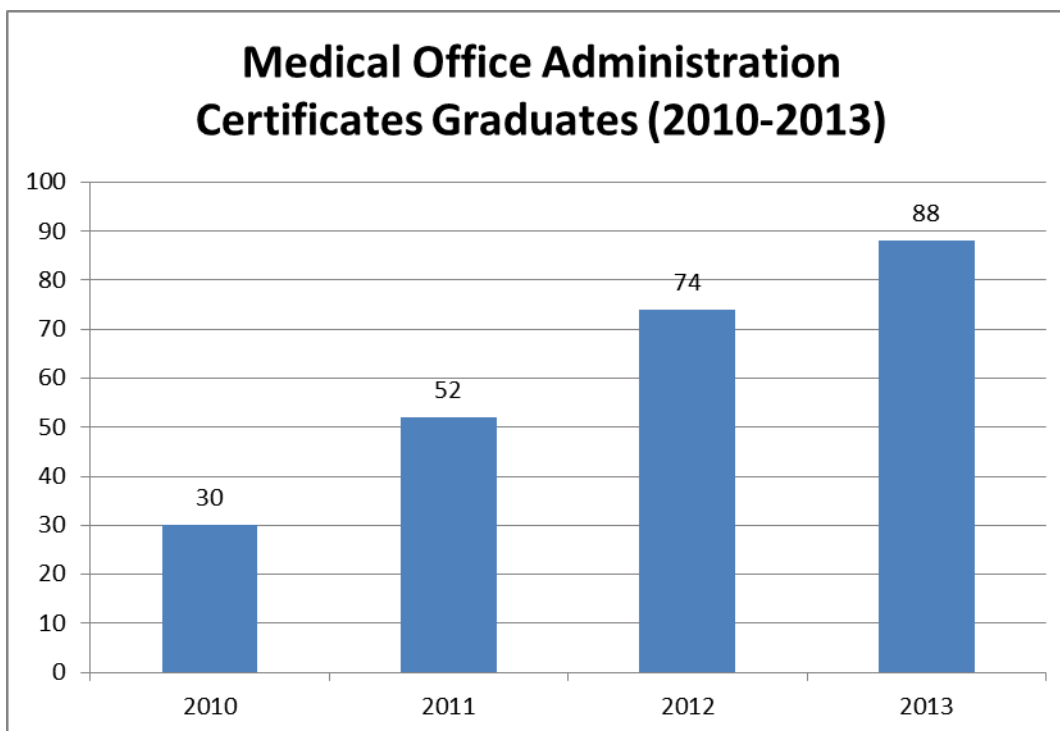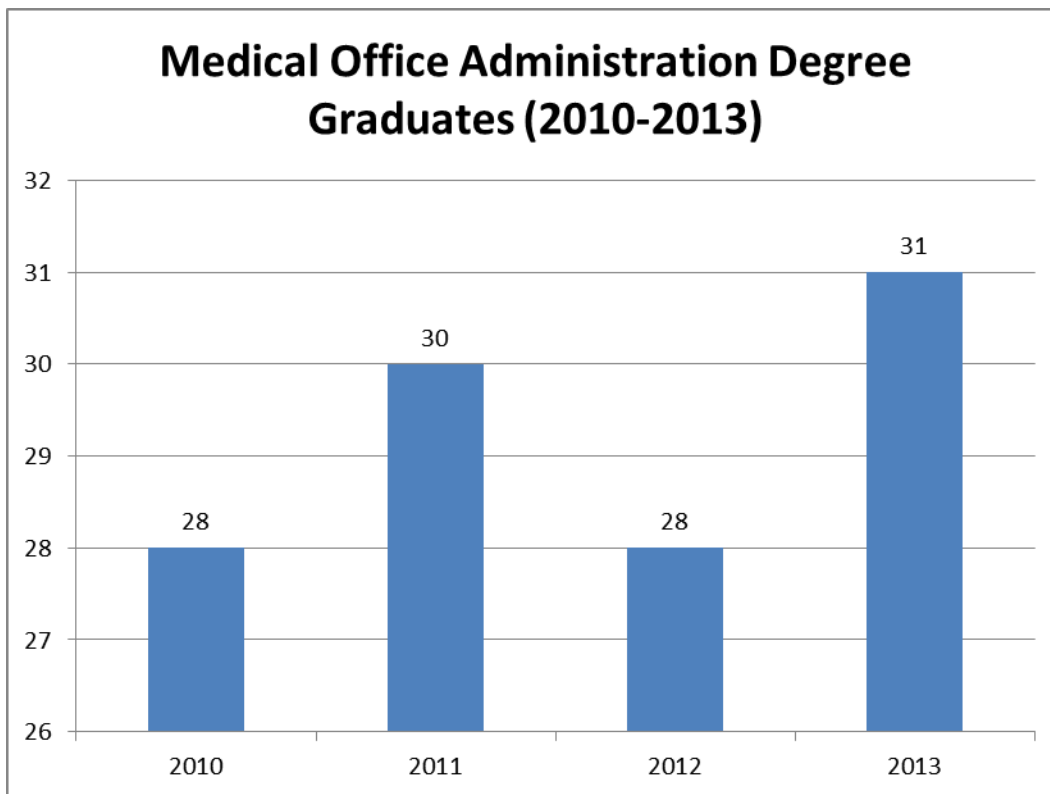
Enrollment data over the last three years shows that there has been a steady growth within the Medical Office Administration program. Possibly trends in healthcare along with industry projections in the areas of healthcare support and office and administrative support could be the reason. The certificate programs have shown an increase over the last three years, with the MOA degree increasing as well except for a slight drop in the year 2013.

**B.  Identify the program's primary competitors.  Beyond general College-wide advertising, what concrete marketing strategies have been used by the Department to promote the program and attract students that might otherwise enroll elsewhere?  What exceptional program characteristics could be leveraged to distinguish the program from competing programs (e.g., faculty credentials, unique course offerings, work-based or other innovative learning opportunities, and so on)?  In what ways does the program faculty work with the admissions staff to recruit students for the program?**

The only major competitor in the area is Miller Motte, which is not an accredited institution, in addition to the obvious community colleges in the region. In the past three years, no concrete marketing strategies have been used by the department to entice new students other than the participation in the one's offered college-wide.

The use of marketing strategies to increase enrollment has not been necessary since the program has shown large and consistent growth over the years. If the growth trends begin to diminish, then new marketing and recruiting strategies will be utilized as necessary to recruit new students.
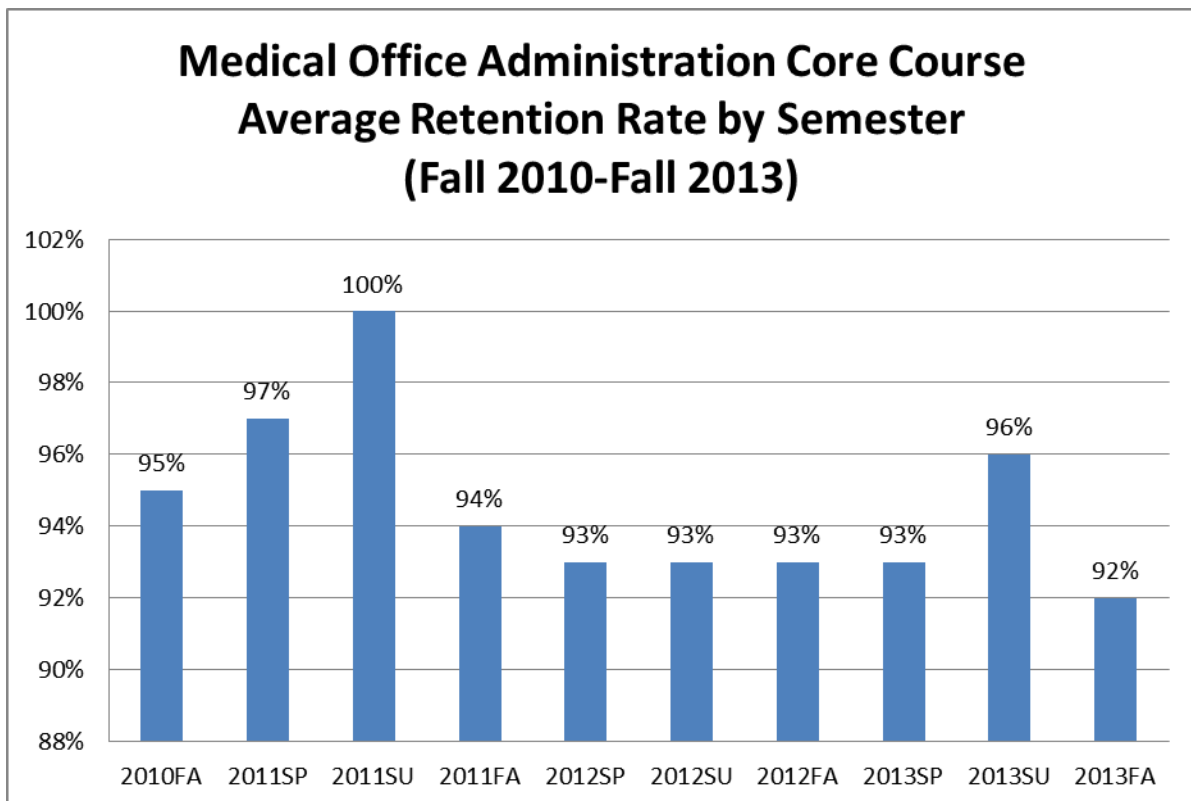
**C.Provide the number of students who graduated with a major or minor from the program in the past three years.**

**Medical Office Administration Degree Graduates (2010-2013)**

| Year | Graduates |
|------|-----------|
| 2010 | 28 |
| 2011 | 30 |
| 2012 | 28 |
| 2013 | 31 |

**Medical Office Administration Certificates Graduates (2010-2013)**

| Year | Graduates |
|------|-----------|
| 2010 | 30 |
| 2011 | 52 |
| 2012 | 74 |
| 2013 | 88 |

*For reporting purposes, the NCCCS Data Warehouse does not separate graduates with certificates attached to a parent Associate's degree or diploma, they are reported cumulatively as one certificate.

Data collected for the purpose of this review shows a small fluctuation over the past three years for graduates in the degree program. MOA certificate graduates have shown a dramatic increase from 30 in 2010 to 88 in 2013.

**D. Does the program have a retention plan?  If so, please describe retention efforts.  List all instructors with their retention rates for the past 3 Semesters. What efforts are made to address faculty members with a retention rate that is less than the program's overall retention rate and the overall FTCC retention rate?  What efforts are made to capitalize on the successes of those instructors with a retention rate higher than the Program retention rate?**



**Medical Office Administration Core Course Average Retention Rate by Semester (Fall 2010-Fall 2013)**

| Semester | Rate |
|----------|------|
| 2010FA | 95% |
| 2011SP | 97% |
| 2011SU | 100% |
| 2011FA | 94% |
| 2012SP | 93% |
| 2012SU | 93% |
| 2012FA | 93% |
| 2013SP | 93% |
| 2013SU | 96% |
| 2013FA | 92% |

## Medical Office Administration Core Course Retention by Instructor
## (Fall 2010-Fall 2013)

| | 2010FA | 2011SP | 2011SU | 2011FA | 2012SP | 2012SU | 2012FA | 2013SP | 2013SU | 2013FA |
|---|---|---|---|---|---|---|---|---|---|---|
| Avery, Jerry L. | 99% | 96% | * | 96% | 90% | * | 90% | *** | *** | *** |
| Dedeaux, Denise J. | 95% | 98% | 100% | 92% | 94% | 93% | 90% | 90% | 94% | 90% |
| Gause, Deborah G. | 100% | 98% | * | 100% | 99% | * | 100% | 99% | * | 100% |
| McArthur-Strong, Brenda F. | 89% | 95% | * | 89% | 90% | * | 85% | 86% | * | 93% |
| McCollough, Juliette C. | ** | ** | ** | ** | ** | ** | * | 100% | * | 100% |
| McIntosh, Tanja | ** | ** | ** | 95% | 97% | * | 91% | 94% | * | 83% |
| Pugh, Katherine P. | ** | ** | ** | ** | ** | ** | ** | ** | ** | 75% |
| Strickland, Brandy T. | ** | ** | ** | ** | ** | ** | ** | ** | ** | 95% |
| Strickland, Kelly W. | ** | ** | ** | ** | ** | ** | ** | ** | ** | 91% |
| Sweeney, Jennifer A. | 95% | 96% | * | 90% | 87% | * | 100% | 98% | * | * |
| Weagraff, Joseph B. | 94% | 97% | * | 97% | 98% | * | 96% | 96% | 100% | 95% |

*Did not teach core course
**Not yet hired
***Terminated employment

Currently, the department has no specific retention plan other than basically documenting faculty contact with at-risk students. Faculty are responsible to keep a record of their contact. No information was gathered from the documented information to determine if those efforts to contact students were successful. More effort will be given to proper collection of data to determine adequate results. For the most part, all retention rates are average when compared to other departments.

**E. Does the program lead to certification or licensure exams?  If so, please list the exams. What were the pass rates of graduates for the past three years?**

At the present time, the program does not lead to certification or licensure exams; however, the Medical Office Administration program can lead to industry certifications, such as the ones offered by the American Academy of Professional Coders.

**F. If the program prepares students for the labor force, provide an overview of the relevant local, state and national job market.  Include potential careers and whether job growth is expected in those areas.  Address how program outcomes relate to the skills employers seek in those areas.**

According to the data supplied with this review, the FTCC 2014-2015 Planning Assumptions and Trends based in the regional area show healthcare support job projections of 930 over the next five years. Also, office and administrative support with job projections of 1,356 over the next five years. The types of jobs that are included with this are:  Medical assistants, medical secretaries, medical records clerks, insurance claims and policy processing clerks to name a few.

## G. What is the process for assessing student outcomes and competencies (e.g., student portfolios, written or verbal comprehensive exams, senior or master's theses, review by faculty panel, or capstone projects)? Attach any relevant assessment templates.

All students in the Medical Office Administration program must successfully pass Medical Terminology before continuing on to the many other core courses required. Medical Terminology lays the foundation for the remainder of their program. During the first semester, students must complete a written assignment demonstrating their ability to communicate their understanding of an approved topic within the medical field. The Rubric for this class assignment is listed below:

| OST 141 MEDICAL TERMINOLOGY I<br>MIDTERM PAPER RUBRIC | | |
|---|---|---|
| Total Points: 140 | Points Possible | Points Earned |
| **FORMAT (40 points)** | | |
| Cover Page | 5 | |
| Name, Date, Class, Instructor;<br>Title of Paper | 5 | |
| Double spaced, 1 inch margins | 5 | |
| Three pages written (not including cover page and references) | 15 | |
| References (2)<br>APA, MLA Format | 10 | |
| **ORGANIZATION/CONTENT (100 points)** | | |
| Introduction | 10 | |
| Body/Content (See items needed below) | 75 | |
| Conclusion/Summary | 15 | |
| **Total Points** | 140 | |

| Include the following in the Body/Content (75 points) | Points Possible | Points Earned |
|---|---|---|
| Description of the disease | 15 | |
| Effects on the system | 10 | |
| Causes-molecular, cellular, genetic | 15 | |
| Symptoms | 10 | |
| Progressions of the disease | 15 | |
| Changes in lifestyle | 10 | |
| **Total Points** (place in Body/Content column above. | 75 | |

**H. Detail the last formal assessment plan completed by the program. Summarize the results. With the goal of improving student learning outcomes, what changes to the program are/were suggested after analysis of the data outcomes, findings and action planning related to the assessment? How are these improvements being implemented? Please indicate how much progress has been made and what needs further attention.**

Tip: Some potential changes are different program admission requirements, incorporating internships or work-based learning experiences, varying instructional methods, enhancing student assessment strategies, integrating technology, better coordinating faculty efforts, and seeking external program accreditation.

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**Detailed Assessment Report**
**2013-2014 Medical Office Administration**

**Mission / Purpose**

The Medical Office Administration curriculum prepares individuals for employment in medical and other health-care related offices.

**Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Reporting Findings, and Action Plans**

**SLO 1:Critical Thinking**
Students will use information to analyze problems and make logical decisions in the production of error-free correspondence.

**Relevant Associations:**

**General Education/Core Curriculum Associations:**
2 Use critical thinking to analyze problems and make logical decisions.

**Related Measures:**

**M 1:Critical Thinking**
For A25310, C25310C1, C25310C2, C25310H1: What and How: Students in OST 148 Medical Coding, Billing and Insurance will analyze scenarios and make logical decisions while working within a group. Why: Students must be able to use critical thinking skills to make logical decisions in the medical office. Who and When: Instructors for OST 148 Medical Coding, Billing and Insurance will assign a case study scenario and grade the assignment using a rubric. The results of the graded assignments in the Spring 2014 semester will be compiled. For C25310C3: What and How: Students in OST 147 Dental Billing and Coding will analyze scenarios and make logical decisions while working within a group. Why: Students must be able to use critical thinking skills to make logical decisions in the medical office. Who and When: Instructors for OST 147 Dental Billing and Coding will assign a case study scenario and grade the assignment using a rubric. The results of the graded assignments in the Spring 2014 semester will be compiled. For C25310C4: What and How: Students in HIT 215 Reimbursement Methodology will analyze scenarios and make logical decisions while working within a group. Why: Students must be able to use critical thinking skills to make logical decisions in the medical office. Who and When: Instructors for HIT 215 Reimbursement Methodology will assign a case study scenario and grade the assignment using a rubric. The results of the graded assignments in the Spring 2014 semester will be compiled.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**
80% of student case studies reviewed will score an acceptable or commendable rating as defined by the rubric for OST 148. 2. 80% of student case studies reviewed will score an acceptable or commendable rating as defined by the rubric for OST 147. 3. 80% of student case studies reviewed will score an acceptable or commendable rating as defined by the rubric for HIT 215.

**Reporting Findings (2013-2014) - Target: Met**
86% of student case studies reviewed scored an acceptable or commendable rating as defined by the rubric for OST 148. 2. 82% of student case studies reviewed scored an acceptable or commendable rating as defined by the rubric for OST 147. 3. 86% of student case studies reviewed scored an acceptable or commendable rating as defined by the rubric for HIT 215.

**SLO 2:Computer Literacy**
Students will demonstrate computer literacy.

**Relevant Associations:**

**General Education/Core Curriculum Associations:**

> 2 Use critical thinking to analyze problems and make logical decisions.
> 5 Demonstrate computer literacy.

**Related Measures:**

**M 2:Computer Literacy**

For A25310 What and How: Students in OST 137 Office Software Applications (required for all Office Administration students) will be required to complete exercises and projects for Introduction to Windows, Internet Basics, Excel, Access, and PowerPoint. A final course grade of 77 or better will demonstrate at least an 80 percent proficiency in application skills. Why: Students must be able to perform basic computer functions to be successful in the business industry. Who and When: Instructors for OST 137 Office Software Applications will require students to complete weekly assignments and submit it through the Blackboard system. The assignments will be graded using a rubric. The final course grades from Fall 2013 and Spring 2014 semesters will be compiled.

Source of Evidence: Performance (recital, exhibit, science project)

**Target:**

Eighty percent of student assignments reviewed will score an acceptable or commendable rating as defined by the rubric for OST 137. Connected Documents:

**Reporting Findings (2013-2014) - Target: Not Met**

Seventy-eight percent of students made 77 or higher in OST 137, Computer Software Applications.

**SLO 3:Communicate Effectively**

Students will communicate effectively using the conventions of American Standard English and The Gregg Reference Manual in professional and academic environments.

**Relevant Associations:**

**General Education/Core Curriculum Associations:**

> 1 Communicate effectively using the conventions of American Standard English in professional and academic environments.
> 2 Use critical thinking to analyze problems and make logical decisions.
> 5 Demonstrate computer literacy.

**Related Measures:**

**M 3:Communicate Effectively**

For A25310, C25310C1, C25310C2, C25310C4, and C25310H1: What and How: Students in OST 141 Medical Terminology I will analyze scenarios and make logical decisions in medical office case studies. Students will communicate their responses using the conventions of American Standard English. Why: Students must be able to communicate effectively with customers, employers, and co-workers. By following the conventions of American Standard English, students will display professional communication skills. When and Who: Instructors for OST 141 will require written assignment that will be evaluated by using appropriate rubrics. The results of the graded assignment will be obtained in the Spring 2013 semester. For C25310C3: What and How: Students in OST 143 Dental Terminology will analyze scenarios and make logical decisions in dental office case studies. Students will communicate their responses using the conventions of American Standard English. Why: Students must be able to communicate effectively with customers, employers, and co-workers. By following the conventions of American Standard English, students will display professional communication skills. When and Who: Instructors for OST 143 will require written assignment that will be evaluated by using appropriate rubrics. The results of the graded assignment will be obtained in the Spring 2013 semester.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**

1. 80% of student assignments will score in the acceptable or commendable rating range as defined by the rubric for OST 141. 2. 80% of student assignments will score in the acceptable or commendable rating range as defined by the rubric for OST 143.

**Reporting Findings (2013-2014) - Target: Met**

1. At least 80% of student assignments scored in the acceptable or commendable rating range as defined by the rubric for OST 141.
2. At least 80% of student assignments scored in the acceptable or commendable rating range as defined by the rubric for OST 143.

**SLO 4:Cultural Awareness and Global Awareness**

Students will demonstrate socialization skills that support cultural awareness and a global perspective.

**Relevant Associations:**

**General Education/Core Curriculum Associations:**

3 Demonstrate socialization skills that support cultural awareness and a global perspective.

### Related Measures:

**M 4:Cultural Awareness**
For A25310, C25310C1, C25310C3, and C25310H1: What and How: Students in OST 149 Medical Legal Issues will analyze differing cultures comparing and contrasting varying gestures. Students will also be required to articulate the value of cultural awareness. Why: Students must be aware of differing cultures and have a global perspective to be successful in the office environment. Who and When: Instructor(s) for OST 149 Medical Legal Issues will require students to complete an assignment that will be graded using a rubric. OST 149 is offered in the Fall and Spring semesters. For C25310C2 and C25310C4: What and How: Students in OST 141 Medical Terminology II will analyze differing cultures, comparing and contrasting varying gestures. Why: Students must be aware of differing cultures and have a global perspective to be successful in the office environment. Who and When: Instructors for OST 141 will require students to complete an assignment that will be graded using a rubric. OST 141 is offered in the Fall and Spring semesters.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**
1. 80% of student assignments reviewed will score an acceptable or commendable rating as defined by the rubric for OST 149. 2. 80% of student assignments reviewed will score an acceptable or commendable rating as defined by the rubric for OST 141.

**Reporting Findings (2013-2014) - Target: Met**
1. More than 80% of student assignments reviewed scored an acceptable or commendable rating as defined by the rubric for OST 149. 2. More than 80% of student assignments reviewed scored an acceptable or commendable rating as defined by the rubric for OST 141.

### SLO 5:Quantitative Competencies
Students will demonstrate quantitative competencies.

### Relevant Associations:

**General Education/Core Curriculum Associations:**
4 Demonstrate quantitative competencies.

### Related Measures:

**M 5:Quantitative Measurements**
For A25310, C25310C1, C25310C2, C25310H1 What and How: Students in OST 148 Medical Coding, Billing and Insurance will perform basic mathematical functions. Who and When: Instructors for OST 148 Medical Coding, Billing and Insurance will require students to complete an assignment demonstrating basic mathematical functions. The assignments will be graded using a rubric. The results of the graded assignments in the Spring 2014 semester. Why: Students pursuing positions in the medical office administration field often must perform tasks requiring calculations. Students need to be able to perform basic mathematical functions. For C25310C3: What and How: Students in OST 147 Dental Billing and Coding will perform basic mathematical functions. Who and When: Instructors for OST 147 Dental Billing and Coding will require students to complete an assignment demonstrating basic mathematical functions. The assignments will be graded using a rubric. The results of the graded assignments in the Spring 2014 semester. Why: Students pursuing positions in the medical office administration field often must perform tasks requiring calculations. Students need to be able to perform basic mathematical functions. For C25310C4: What and How: Students in HIT 215 Reimbursement Methodology will perform basic mathematical functions. Who and When: Instructors for HIT 215 Reimbursement Methodology will require students to complete an assignment demonstrating basic mathematical functions. The assignments will be graded using a rubric. The results of the graded assignments in the Spring 2014 semester. Why: Students pursuing positions in the medical office administration field often must perform tasks requiring calculations. Students need to be able to perform basic mathematical functions.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**
1. 80% of student assignments reviewed will score an acceptable or commendable rating as defined by the rubric for OST 148. 2. 80% of student assignments reviewed will score an acceptable or commendable rating as defined by the rubric for OST 147. 3. 80% of student assignments reviewed will score an acceptable or commendable rating as defined by the rubric for HIT 215.

**Reporting Findings (2013-2014) - Target: Met**
1. At least 80% of student assignments reviewed scored an acceptable or commendable rating as defined by the rubric for OST 148. 2. At least 80% of student assignments reviewed scored an acceptable or commendable rating as defined by the rubric for OST 147. 3. At least 80% of student assignments reviewed scored an acceptable or commendable rating as defined by the rubric for HIT 215.

### Computer Literacy
Based on the results from OST 137 final grade point averages, the OST 137 instructors will discuss strategies for teaching the topic more effectively. Emphasis will also be placed on using textbook resources and supplements, such as SNAP, which is an online

training and assessment courseware that gives tools to enhance students' learning, assess their success in understanding the skills being taught, and organize and view their assessment results. The students will be encouraged to use FTCC's Success Center.

**Analysis Questions and Analysis Answers**

**What were the strengths of your assessment process?**

Feedback on daily work reflects increased performance in students' production of error-free documents. The rubric was beneficial in helping the student understand the objectives of writing a good resume and cover letter. It was obvious that most students critiqued their work by using the rubric before turning in their assignments. As a result, students produced a quality document and attained a higher score. The strength of our assessment is that each instructor is aware of the need for incorporating more written and oral communication skills into course assignments and that evaluating students' work not only includes meeting chapter goals/objectives but to include evaluation based on grammar, style, and usage when appropriate. Celebrating and understanding diversity equals synergy within the classroom enabling better teamwork and productivity.

**What were the weaknesses of your assessment process?**

Adjunct instructors were not trained enough in the use of the Rubrics. Rubric was not used to its full potential. The lack of adequately incorporating English and communication skills in some courses has prevented some students from producing error-free documents.

**What was learned as a result of your assessment process?**

Additional training needs to be done for adjunct instructor use of the Rubrics in the grading of specific assignments. Integrating English and communication skills in most courses stressed the importance of creating error-free documents. A need for more integration of technology on Blackboard to allow for a more in depht learning process. All faculty will have to attend training to use various programs to enhance student learning. The Connect Learning Management system is being integrated in several courses beginning in the fall of 2014.

**How will what was learned impact the direction and emphasis of your academic or support unit?**

Continue to provide feedback and monitor the students' progress towards production of error-free documents. The future direction of the department is to continue the process of using rubrics for grading various assignments. The rubric needs to be incorporated more effectively and additional trained to all instructors on the appropriate use. The Medical Office Administration Department takes pride in graduating competent students for careers in the health care field. It is the Department's desire to have all students be proficient in their grammar, style, usage, and formatting skills. The Department will continue to give students the opportunity to practice these skills in most classes, even though it might not seem to be part of their course objectives. Instructors will also give feedback so students so that they can learn from their experiences and weaknesses.

# X-3.6 Constituency Satisfaction

**(Self-Study Team's assessment)**

**A. What inquiries have been taken in the past three (3) years to determine the level of satisfaction from current students, alumnae, employers, and other relevant groups? Describe the data collected by the program and how it relates to issues such as learning outcomes, employability, and preparation for life after college.**

There have been no inquiries taken in the past three years to determine the level of satisfaction from current students, alumnae, employers, and other relevant groups other than the regular data collection from the college. Plans will be made to develop a method of data collection by the program to determine a relationship to issues such as learning outcomes, employability, and preparation for life after college.

**B. What were the results of these inquiries based upon the faculty review and analysis of the reported data? Please attach any relevant reports, survey analysis instruments, etc. How has the program responded to suggestions for improvement or findings of dissatisfaction? (Note: The Director of Institutional Effectiveness will provide available trend charts related to job placement rates, employer surveys, graduate surveys, current student surveys and related at the time the program review is released).**

No analysis has been performed on these results because there has been no method of data collection by the program. In the future, plans will be made to review the detailed analysis of the data reported once a method of data collection is determined.

# X-3.7 Appraisal and Direction for the Future

**A.  What are the projected enrollments for this program for the next three years?**

If past trends are any indication of projected enrollments, the MOA program can anticipate a 15-20% increase in enrollment over the next three years. With overall projected jobs to increase, the need for qualified workers will increase forcing applicants to pursue avenues to find ways to update or improve certain skills necessary in the healthcare field.

**B.  Are there opportunities to expand this program (e.g., increase enrollments, add new concentrations, offer distance-learning courses, or increase assistance to graduates of the program with job placement support during program attendance and after graduation)?  Please explain.  What resources would be required to expand the program successfully?**

With the rise of certificate graduates, the possibility of added new certificate programs is of great interest. Offering these certificate programs and continuing to offer the degree program through distance-learning will in turn increase the demand. This program already offers assistance with job placement through the Work-Based Learning requirement for those enrolled in the degree curriculum which opens the door for great opportunities to the students to be hired prior to graduation.

If the department offers additional certificate programs, the need to hire qualified personnel to teach within these programs is a necessity.

**C.  As you reflect on this program review, how would you describe the current health and vitality of the program?  What are its strengths?  What are some untapped opportunities?  Are you optimistic about its future?  Why?**

The program is definitely growing, but with this growth comes growing pains. The dramatic increase in students led to an increase in adjunct faculty. The department is in great need of at least one, but could definitely benefit from two expansion positions. This program has continued to receive great feedback from the industry leaders as a necessary curriculum for individuals entering the healthcare support field. Program changes are evaluated on an annual basis to determine if updates/changes need to be made to keep the curriculum current and competitive.

An untapped opportunity would be to develop this program into an AHIMA (American Health Information Management Association) and AAPC (American Academy of Professional Coders) accredited school. This would open the door to individuals seeking industry certifications to choose FTCC.

**D.  As you reflect on the assessment of student learning outcomes, measures of constituency satisfaction, deliberations of faculty or advisory committees, or any other indicators of program efficiency and effectiveness, what areas require the most immediate attention?  What are the program's existing weaknesses and possible threats?  Please explain.**

The area that needs the most immediate attention would be the implementation of a data collected retention plan for the department as well as improving the quality of the assessment previously being done.  Paying close attention to student learning outcomes and how to measure those outcomes is a necessity and if not done, could lead to a decrease in retention rates. It is the goal of this department to find ways to keep our students actively learning so that they can reach their goal of graduating and finding viable employment.

**E.  What specific initiatives are planned as a result of this program review?  How will the program take advantage of the strengths and opportunities and also ~~and~~ redress weaknesses and threats?**

As a result of this program review, finding a way to implement a more effective retention plan and determining a method of data collection is of great importance. The training of all faculty, full and part-time, is of utmost important. If communication and collaboration within the department is not performed, the overall success of the program will be jeopardized.

**F.  What is the anticipated timetable for completing these initiatives?  Who will be involved?  Who will take the leadership role during these initiatives?**

These initiatives are projected to begin in Fall of 2014.  The processes will be reviewed in Spring 2015 and any changes or revisions will be done as needed.

The leadership role will come from the Division Chair/Dean position and work through to the Department chairs. In order for the initiatives to be effective, everyone in the department must take ownership.

At the conclusion of the Spring 2015 semester, the department will assess the initiatives through determined measurement and metrics to determine the effectiveness and if any changes are required.

## G.  Please provide any long term major resource planning.

The most pressing long term major resource plan is to be awarded at least one expansion position. In addition, the demand for off campus instruction in local high schools is eminent.

## H.  Conclusions.

This program review has opened the door to evaluating what is needed to direct the department into the right direction and to recognize areas of improvement. This process shows that more communication and collaboration within the department is one area that needs to be addressed. It has also shown that we need to focus on implementing a more documented approach to a retention plan.

The department has identified its areas of strength and weakness, and over the next three years, will focus on eliminating some, if not all of the weaknesses and using the strengths to our advantage.  We feel that overall, the Medical Office Administration Department is offering a well-rounded curriculum to train our students to work in various positions within the medical facilities.

We will continue to review and improve our curriculum, internal procedures, and student/employer satisfaction to ensure viability into the 22nd Century.

# X-4 Appendices

**List of Attachments**
**Please indicate any supplemental materials submitted with this review document.**