# YEARLY PLANNING DISCUSSION TEMPLATE
## General Questions

**Program Name** Medical Assisting & Billing **Academic Year 2024**

## 1. Has your program mission or primary function changed in the last year?

There have been no changes to the program's mission.

The current mission of the Allan Hancock College Medical Assisting Program is to prepare students with the knowledge and skills to become successful entry-level medical assistants or medical billers. We are committed to providing our students with a strong foundation for competent and professional practice in the health care environment. Students are encouraged to become lifelong learners (a necessity to keep up with the rapidly changing technology in medicine) and to advance their careers in healthcare if they so desire. The program offers two certificate options: a Medical Assisting Certificate of Achievement and a Medical Billing and Coding Certificate of Achievement. The medical assisting option prepares students to work in a doctor's office or outpatient clinical setting under the direct supervision of a physician, nurse practitioner, podiatrist, or physician's assistant. The student is trained in both front and back-office techniques and skills. Graduates of the medical assisting certificate program are eligible to sit for the California Certifying Board for Medical Assistants examination to obtain the state certification (CCMA-C and/or CCMA-A) and for the national exam American Medical Technologist's Registered Medical Assistant certification (RMA). The medical billing and coding certification prepares a student to work as a medical biller in a hospital, skilled nursing facility, medical office, outpatient clinic, or billing office setting. Experienced medical billers can also find employment in specialized medical billing agencies or can start their own businesses in medical billing. The Centers of Excellence partnered with the California Hospital Association (CHA) to conduct two surveys to assess state healthcare workforce needs. The surveys received responses from 190 hospitals and 1,600 clinics, labs, and facilities. The surveys revealed a projected need for 398 medical assistants in the next year. Survey questions about hiring preferences revealed that two out of three employers require or prefer state or national certification of medical assistant job applicants. The survey also revealed that employers believe that increased accessibility to health care made available by the Affordable Care Act will lead to increased demand for medical assistants. (www.coeccc.net/health).

## 2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)

The program is currently working with the local high schools to offer MA 305 Body Systems and Diseases. The design of the class provides the student with a glimpse into

the medical field, nursing, dental and emergency care.  Should a student want to continue into the MA program at AHC, the Body Systems and Disease class would transfer as part of the MA curriculum.  The class is still going through the AHC approval process, with the Health Science Department voting yes in favor of the offering.  Before sending it through the AP&P process, it will also need to be approved by the members of the MA Advisory committee.  The first high school offering of this course is scheduled for the fall of 2025.   (Institutional Plan, A.4 Develop and maintain collaboration with K-12 partners to build successful early academic, career pathways, and encourage enrollment after high school as a Promise student.)

3. **Is your two-year program map in place and were there any challenges maintaining the planned schedule?**
Yes, the community has online access to the Medical Assistance (MA) and Medical Billing and Coding (MB) program pathways on the Allan Hancock College Public web site.  Information on this site includes certification requirements, the semester each class is offered and other degree pathways.

4. **Were there any staffing changes?**
Yes, the MA program coordinator stepped down as a full-time instructor in mid-October 2023.  Another full-time instructor from the Health Science Department transferred over and now serves as the program's only full-time faculty and program coordinator.  Five additional part-time faculty cover the remaining hours for this 10-month program.  Recruitment of qualified part-time faculty is ongoing with an active recruitment posted on the AHC HR website. The MA program is unique in that two additional faculty are needed during the spring semester when the additional 160 externship hours are offered.

5. **What were your program successes in your area of focus last year?**
Once a student completes the Medical Assistant or Medical Billing and Coding program hours, they qualify to sit for both a state and national exam.  The number of students choosing to take these exams has steadily increased with all students completing the program reporting submitting applications.  Over the course of the next three months, most of the students will have taken their exams and pass rates will be available.


**Learning Outcomes Assessment**

    a. Please summarize key results from this year's assessment.
       MA/MB Program Learning Outcomes
       1. Develop communication skills necessary to effectively communicate with other health care members, patients, and physicians.
       2. Utilize critical thinking and decision-making skills when providing clinical and administrative services in health settings.

3. Demonstrate respect for human dignity and the rights of all individuals with awareness of cultural differences.

**b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.**
The first assessment is scheduled for May 2024 after the program completion date. Data should be available after that for analysis.

**c. Please summarize recommendations and/or accolades that were made within the program/department.**
Developing a summer outreach for the MA and MB programs is being developed. This would include outreach to the local high school and working with the AHC public affairs department to further promote the programs.

**d. Please review and attach any _changes_ to planning documentation, including PLO rubrics, associations, and cycles planning.**
There are no scheduled changes for this review cycle.


**Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the _Rubric for Assessing Regular and Substantive Interaction in Distance Education Course_s)**


**a. Which courses were reviewed for regular and substantive interactions (RSI)?**

An RSI was completed for the DE MB 361 Coding for Medical Insurance. The course demonstrated regular and substantive interaction between the instructor and students and student to student. Discussion boards, instructor's quick responds to emails, instructor and student demonstration videos and weekly instructional zoom meetings were best utilized to meet these goals. MA 352 Administrative Procedure is scheduled for an RSI review this fall 2024 and MA Medical Billing is schedule for the spring 2025 semester.

**b. What were some key findings regarding RSI?**
- Some strengths: The student surveys indicate that the flexibility of the asynchronous class offering allowed them to take the Medical Billing and Coding Program. The weekly zoom was a favorite, as it allowed students to meet synchronously with the instructor. Students could also watch the zoom later, as each session was recorded.
- Strengths: Students get hands on experience with SimChart. This gives them the exposure to working with an EHR like scheduling appointments, creating

receipts, and charting in a medical record. SimChart is especially valuable because it walks them through claims processing.

- Some areas of possible improvement: The DE courses use textbooks that support online learning.  The textbooks come with a "myLab" which includes an electronic textbook, chapter assignments, and a speech enabled reader for student to hear the correct pronunciation of medical terms.  Unfortunately, it has been a struggle for students to purchase the required Pearson ISBIN textbook code through the college bookstore. Students report having to wait 2-3 weeks after class has started, before the bookstore has the textbook available. This outcome has led many to go to other online sources to purchase the required materials.

- The Instructors for the Coding class need access to a Coding Book that currently comes only as a hard copy.  This resource is updated annually and costs about $300.  A request has been added to the equipment prioritization requests for this resource.


c. **What is the plan for improvement?**
The medical billing and coding class continues to struggle with low enrollment. The student survey, from the current class, supports offering all the billing and coding classes as asynchronous distance education (DE).  Many students report needing flexible course hours to work and to meet family obligations.  The students also report wanting to work from home after completing the program. Further supporting the DE offerings. All the medical billing classes have been converted to DE, with MB 305 Body Systems and Diseases still in the process of transferring over.
To ensure that "regular and substantive interaction" is included in the design of each DE course, three part-time faculty and the program coordinator are completing the college's DE training.  (Institutional Planning, B.7 Provide adequate support to students and faculty to foster successful remote teaching and learning.)
The program is also looking at the role of the program's application cycle.  The application period is from March 15th to May 31st with student enrollment open until July 5th.  From the time applications close to the time enrollment opens over fifty percent of the applicants are choosing not to enroll. The cause for the low enrollment number versus the higher application number has yet to be determined.

**CTE two-year review of labor market data and pre-requisite review**

    a. **Does the program meet documented labor market demand?**
       The need for Medical Assistance in the community remains high.
       Current labor market demand.

Top paying states for Medical Assistants:

| State | Employment (1) | Employment per thousand jobs | Location quotient (9) | Hourly mean wage | Annual mean wage (2) |
|---|---|---|---|---|---|
| Washington | 17,580 | 5.03 | 1.00 | $ 25.86 | $ 53,780 |
| Alaska | 2,140 | 6.86 | 1.37 | $ 25.25 | $ 52,530 |
| California | 110,280 | 6.15 | 1.22 | $ 24.47 | $ 50,900 |
| District of Columbia | 2,580 | 3.67 | 0.73 | $ 24.09 | $ 50,110 |
| Minnesota | 11,840 | 4.11 | 0.82 | $ 23.91 | $ 49,740 |

**b. How does the program address needs that are not met by similar programs?**

The AHC Medical Assistant program is a 10-month program with a 160-hour externship. Upon graduation the students qualify to take the AMT Medical Assistant national exam. This certification pathway is gradually gaining favor with many of the community clinical sites that employ Medical Assistance.  The program also uses the same current technologies being utilized in the clinical field. This includes electronic medical records and medical equipment. The equipment request form has been included and lists equipment needing to be updated and replaced. (Institutional Plan, E.2 Invest in cutting-edge relevant industry technology to prepare students for the workforce.)

**c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.**

The Medical Billing and Coding program continues to struggle with low enrollment.  The program was cancelled during the Covid pandemic and is now in its third offering after reopening.  Last year, 2022-2023, nine students registered with all of them completing the program, a 100% pass rate.  As supported by student feedback, the MB faculty are working toward scheduling every class as DE by fall 2025.

The MA/MB program also strongly supports converting the Health and CPR pre-program requirements to an online submission using a vender such as Castle Branch.  Decreasing the time between the application period and class registration could increase enrollment. If a pilot program is needed, the MA/MB is open to being the first to make the transition to the new online process.

**d. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 years for CTE programs and every 5 years for all others?**

All MA and MB classes were reviewed last year (2023) and submitted through Cirriqunet.

**E. Have recommendations from the previous report been addressed?**

In the previous six-year program review the MA and MB pathways had been converted from open access, where students could take a class in any order, to a single cohort of students. Classes are now being offered in order and as a designated fall or spring offering. This provides a clear start and end date for the students to plan their schedule. The new pathways have successfully lowered the attrition rate for both programs to less than five percent. One average one to two students may need to drop from the program. Medical and family responsibilities were frequently cited as reasons for the withdrawal.

Use the tables below to fill in NEW resources and planning initiatives that do not apply directly to core topics. *This section is only used if there are new planning initiatives and resources requested.*

**Sample:**

| New Program Planning Initiative (Objective) – Yearly Planning Only | |
|---|---|
| **Title (including number:** | *Student Learning and enhancement, refer to attached Equipment request form (Institutional Planning E.2)* |
| **Planning years:** | *(The academic years this will take to complete)* 2024-25 |

| Description: |
|---|
| *(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)* The level of success for the MA and MB have indicated that students need to practice with the same medical equipment and programs in the lab simulation setting as they will be required to use them once in the community, completing their externships. |

| What college plans are associated with this Objective? (Please select from the list below): |
|---|
| ☐ Ed Master Plan   ☐  Student Equity Plan☐   Guided Pathways☐    AB 705 |
| ☐Technology Plan   Facilities Plan   **Strong Workforce XXX**   ☐Equal Employment Opp. |
| ☐ Title V |

**Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and**

misc. resources needed. Send completed excel document along with completed program view core topic for signature.

**Attachments**

**a. DE Peer Course Review-** MB 361 Coding for Medical Insurance.
**b. Equipment Needs Request**

| | Dept | Program | Source | Year | Initiative (Objective) Reference | Resource Need | Requested Item(s) Please include per item |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| 12 | English | English Rhetoric | Yearly Planning and Core | 2022-2023 | ER OBJ.- 2 | Equipment | Video cameras $600 each |

Enter equipment requests below. Equipment is defined as having useful life of more than one year **AND** a purchase price of more than $200 each including tax. This includes all items that are part of the initial purchase.

EQUIPMENT NEEDS

Tabs: EQUIPMENT | SUPPLIES | STAFFING | TECHNOLOGY | FACILITIES

# Distance Education Course Peer Review Process

Both Federal and State regulations require that educational institutions have processes in place to ensure that courses conducted through distance education include regular and substantive interaction between the instructor(s) and students, and among students where applicable.

Title 5 also recognizes that "regular and substantive contact" is an academic and professional matter, and therefore, within the purview of local academic senates.

Allan Hancock College Academic Senate, in collegial consultation with the administration, has developed a Distance Education Course Peer Review Process, which includes the use of the attached rubric to regularly assess distance education courses within programs, and to ensure that the federal and state criteria for regular and substantive interaction are being met.

All distance education courses within a program should be assessed at least once within the six-year program review cycle. Ideally, a relevant sample of every course should be assessed during this cycle. This assessment should be done using the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses* (attached).

The results of this assessment should be maintained by programs and/or departments so that they can be accessed by faculty when conducting program review.

Furthermore, the goal of this course peer review process and accompanying rubric goes beyond ensuring compliance with federal and state regulations. It is also an opportunity for programs to share ideas and best practices that can be used to improve other distance education sections of that course, other courses within the program, as well as other courses in related/applicable programs within the department.

# Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses

## Part I: Regular and substantive interaction –Instructor Contact

**Substantive interaction:**

☐ The course doesn't show clear evidence of engaging students in teaching, learning, and assessment that is consistent with the content under discussion.

☑ The course shows clear evidence of engaging students in teaching, learning, and assessment that is consistent with the content under discussion.

Explanation and/or examples:
1. Weekly Zoom Sessions, every Thursday
2. Discussion Boards
3. Responds to student emails within 24 hours

In addition, the course shows evidence of <u>at least two</u> of the following:

1. Direct instruction:

☐ The course doesn't provide direct instruction.

☑ The course provides direct instruction.

Explanation and/or examples:
1. 1. During the Zoom sessions, the instructor works with students to complete a coding problem
2. Through out the session, students frequently ask questions (attendance can be 1-3 students)
3. The Zoom sessions are recorded for others in the class to listen to at their convenance.
2. The instructor holds office hour every Tuesday and Thursday from 1000-1100. Student to instructor contact can be through email or zoom.

2. Assessing or providing feedback on a student's coursework.

☐ The course doesn't show clear evidence of assessment and feedback on students' coursework.

☑ The course shows clear evidence of assessment and feedback on students' coursework.

Explanation and/or examples:
1. 1. In the discussion board, students are asked to respond to two other student respondses. The
2. instructor monitors student progress and notifies the student if they have only responded to one
3. other student and the due date is getting close.
2.Weekly quizes, the instructor responds to each student, giving them feedback
3.Course work includes online assignments that the instructor also gives student feedback

3. Providing information or responding to questions about course content/competency.

☐ The course doesn't show clear evidence of responses to student questions about the course.

☑ The course shows clear evidence of responses to student questions about the course.

Explanation and/or examples:
1. In Canvas, the instructor has provided several instructional links
2. including how Canvas works, required materials, participation and attendance, finding grades
3. and feedback and tech support. The student can reach the instructor for one-on-one time through the weekly zoom sessions, email and Canvas.

4. Facilitating group discussion regarding course content/competency.

☐ The course doesn't show clear evidence of facilitating group discussions regarding course content or competencies.

☑ The course shows clear evidence of facilitating group discussions regarding course content or competencies.

Explanation and/or examples:
1. 1. A weekly discussion board for students to respond to questions submitted by
2. the instructor or another student.
3. 2. A weekly quiz based on content from the previos week.
   3. A weekly "homework" assignement.  The instructor reviews and give feedback

5. Other instructional activities approved by the college or accrediting agency.

☐ The course doesn't show any other evidence of instructional activities.

☑ The course shows other evidence of instructional activities (as desccribed below).

Explanation and/or examples:
1. 1.  Instructional videos are embedded in the weekly activities.  Student feedback strongly
2. supports the use of the videos and the followup questions the instructor asks
3. 2.In preperation for the State exam, the instructor selects questions simular to those the student should expect on the exam.
   3. The instructor also provides relevant test taking strategies during the zoom sessions

**Regular interaction:**

1. Opportunities for substantive interaction on a predictable and scheduled basis

☐ The course doesn't provide opportunities for substantive interaction on a predictable and scheduled way.

☑ The course provides opportunities for substantive interaction on a predictable and scheduled way.

Explanation and/or examples:
1. 1. The student is provided a course schedule with each module opening on a Friday for the
2. next week's work.
3. 2. The student can take the quiz anytime during the week.
   The next module doesn't open until the student has completed all of the assignments in the  module.
   3. A zoom session is offered each week.

2. <mark>Monitoring student academic engagement and success and promptly and proactively engaging in interaction</mark> based on such monitoring or upon request by students.

☐ The course doesn't monitor student engagement and success nor engages in interaction based on that monitoring or upon request by students.

☑ The course monitors student engagement and success and engages in interaction based on that monitoring or upon request by students.

Explanation and/or examples:
1.
2.
3.

The instructor monitors for student engagment.  For example, if a project is due and there is only a few days before it must be submitted, the instructor will send an email notification to the student.

## Part II. Regular and substantive interaction –Student-to-Student Contact

1. Giving students opportunities to initiate interaction with other students.

☐ The course doesn't provide opportunities for students to initiate interaction with other students.

☑ The course provides opportunities for students to initiate interaction with other students.

Explanation and/or examples:
1.
2.
3.

this class utilizes the discussion board in Canvas for the students to interact with each other.  the students are asked to post on a billing and coding questions and then respond to the posts of two other students.

2. Giving opportunities to engage in regular and substantive interaction with other students.

☐ The course doesn't provide opportunities for students to engage in regular and substantive interaction with other students.

☑ The course provides opportunities for students to engage in regular and substantive interaction with other students.

Explanation and/or examples:
1.
2.
3.

The weekly zoom sessions offers each student the opportunity to interact with the instructor and others students in the class.  The class discussion boards also offer this opportunity.

3. Providing guidelines explaining levels of participation and how participation will be evaluated.
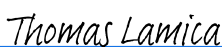
☐ The course doesn't explain the levels of interaction between students expected from each student nor how such interaction will be evaluated.

☑ The course explains the levels of interaction between students expected from each student and how such interaction will be evaluated.

Explanation and/or examples:
1.
2.
3.

In Canvas, under modeles, the instructor has provided the student with several links which include grading, grading of late work, participation and attendance.

Mary Pat Nelson (May 20, 2024 23:17 PDT)

Thomas Lamica
Thomas Lamica (May 21, 2024 08:12 PDT)