



Instructional Program Review Summary 2003-2004

Instructional Area: **Health Sciences**

Department: **Medical Coding**

Discipline: **Medical Coding Specialist**

February 3, 2004

Instructional Program Review Summary

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NOTE: An external reviewer should not be required to refer to the documentation notebook to understand the Instructional Program Review

Summary. Rather, data should be clearly cited in the summary so that the reviewer can easily find the source documents if needed.

EXECUTIVE SUMMARY

Use the following guidelines to provide a concise overview/summary of the program review contained in this report.

Write a brief description of the goals and objectives of the discipline.

The Medical Coding Department has designed a curriculum to provide students with entry level skills coding skills. This curriculum provides students with the skills that employers are looking for in this type of profession. In coding the students translate the diagnosis, procedures, services, and supplies into numeric and or/alphanumeric components for statistical reporting and reimbursement purposes. Coding occurs when a medical term is cross-referenced into a three-, four- or five-digit alphanumeric or numeric code. Coders abstract information from a patient record to assign the correct code (s). The specialized curriculum will prepare students for the current demands in the field and future needs of healthcare.

Overview of how the program review was conducted. The department chair formed a review committee composed of industry experts, adjunct faculty, administrators, sponsors of the program (Capital Idea) and students in the program. The SWOT was held at the Highland Business Center in November 2003, participants attended the meeting and gave their input into the strengths, weaknesses, opportunities and threats. The department chair sent the results of the SWOT to advisory board members. The department chair completed a draft of the answers to the analysis portion of the program review and reviewed with staff. Department Chair completed online forms to submit to OIE.

Summary of findings:

Progress on previous program review recommendations. This is the first time that the Medical Coding Program has gone through a review.

Program strengths. The program strengths are:

Accessible to adults (evening /weekend classes).

Program affordable (compared to other institutions such as Virginia College)/Cost.

Age insensitive.

Community support and the community benefits.

Teachers listen/care.

Qualified faculty/good faculty

Class size (15-20) students - individual attention
Faculty help with job placement.

Areas for improvement. Current Procedural Terminology not addressed. Pharmacology courses not meeting needs of students. Coding Practicum (224 hours is too long). Not enough online courses. PC skills of students not adequate. Much variability in writing skills of students. No Associates Degree. Study skills courses not required in Medical Coding.

Key planning issues. There are not enough Coding Practicum sites. Lack of AAS degree and AHIMA credentialing. Need to follow up on e-web coding software.

Conclusions: What are the major conclusions regarding the present state of the program?

The program has excellent faculty

The program need more clinical sites for future placement of students during their coding practicum.

Address all coding and classification systems in the coding program.

Recommend future directions for the program based on this review:

- Expand services
- Maintain services
- Reduce services
- Close program

Recommendations: Summarize the self-study's recommended actions for improving the quality of the program.

The Medical Coding Program plans to continue to review all coding and classification systems to be address in the coding classes. The Program plans to improve the relationship with other clinical sites in order to have more sites available in the future.

SELF-STUDY TEAM PARTICIPANTS

List the names of people who participated in the review and their association with your program.

Name **Norma Mercado** ACC Faculty Industry Representative
 Student

Name **Naomi Carroll** ACC Faculty Industry Representative
 Student

Name **Mary Keeton** ACC Faculty Industry Representative
Student

Name **Martha Hurtado** ACC Faculty Industry Representative
 Student

Name **Cynthia Colovas** ACC Faculty Industry Representative
 Student

Name **Sr. Ann Nguyen** ACC Faculty Industry Representative
 Student

Name **Alfred Adams** ACC Faculty Industry Representative
 Student

Name **Janie Branch** ACC Faculty Industry Representative
Student

PROGRAM DESCRIPTION

Provide a brief description of the overall history, major developments and current objectives for your program (limit to 500 words).

The Medical Coding Program began in 1999 in the continuing education department of ACC. In the Fall of 2001 the program moved to the credit side and began a large enrollment for a small program. In the Fall of 1999 the program had 77 students in the program and there are now over 282 students (duplicated count) in the program. The program has one (1) fulltime employee and five (5) adjuncts. The adjuncts teach the majority of classes at night and on weekends. In January 2001 to June 2001 there was an average of 62 coding/abstracting jobs available per week. This is no longer the case in Austin, Texas. There is a large demand for our program on the national level. Currently, the Austin community is experiencing a significant down turn in our field. With the economy improving in the future, there should be an up swing in this profession. The current objectives for our program are to continue to review our coding curriculum to ensure that we are meeting the needs of the community and have students that are marketable for future employment. When the program first began we were not teaching CPT

(Current Procedural Terminology), however, a year ago we noticed we were not addressing this and therefore, made a change in our curriculum in January 2003.

STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS (SWOT)

List the names of people who participated in the SWOT and their association with your program.

Name **Norma Mercado** ACC Faculty Industry Representative
Student

Name **Naomi Carroll** ACC Faculty Industry Representative
Student

Name **Mary Keeton** ACC Faculty Industry Representative
Student

Name **Martha Hurtado** ACC Faculty Industry Representative
Student

Name **Cynthia Colovas** ACC Faculty Industry Representative
Student

Name **Alfred Adams** ACC Faculty Industry Representative
Student

Summarize the findings of the SWOT analysis. Focus on the top 5 or 6 issues and answer the following questions:

Strengths: In what does your program excel?

Accessible to students

Program affordable, the cost is approximately \$2600.00 on the credit side and \$4107.07 on the continuation education side vs 10K for Virginia College and 15K for Southern Careers for the same program.

Age insensitive

Community Support

Teachers listen/care

Qualified faculty/good faculty

Weaknesses: What are the aspects of your program, which, if not addressed, will impede the area's future?

Not having an AAS degree, students may chose to go to other colleges to obtain this.

Not enough online classes

Pharmacology courses not meeting the needs of students.
Coding Practicum too long
CPT (Current Procedural Terminology) not addressed when we first started the program. Currently we are teaching this system.

Opportunities: What factors does your program need to take advantage of in order to enhance the quality of the area?

Opportunity to offer AAS degree/AHIMA credentialing
Opportunity to purchase E-web coding software for students
Opportunity for grant writing

Threats: What are the external factors that could negatively impact your program's future?

Not enough coding practicum sites
Lack of AAS and AHIMA credentialing
Need to follow up on e-web coding software

Discuss changes from the program's previous SWOT analysis.
This is the first SWOT analysis for our Medical Coding Program.

ANALYSIS

[a] Relevance of the program to College mission and desired ends

Mission:

Review the program's purpose statement. Verify that the statement is current and accurate and reflects the mission of the college as a whole or update the purpose statement.

The Self-Study team reviewed the program purpose statement and found (select one):

The purpose statement is current, accurate, and reflects the mission of the college.

The purpose statement was revised as shown below:

Desired Ends (Board Policy A-2. Intended Outcomes)

How well does the program support the intended outcomes of the college by providing "service-area adults with the postsecondary and higher education they need and can use for productive useful lives?"

The fact that all of our graduates are working in the profession, it would appear that all of our Level 1 Certificate graduates are meeting the demands of the

community. One of the students chose not to work due to behavioral health issues and another has a child with Cerebral Palsy.

In what ways does the program demonstrate an open, responsible exchange of ideas?

The Medical Coding Department demonstrates an open, responsible exchange of ideas each time the Medical Coding Advisory Board Committee meets. Students feel free to address things we are not covering in the program or things they think we should address. In addition, Clinical site supervisors also feel free to call or email us if there are any concerns.

In what ways does the program provide an open door to educational potential?

Medical coding offers various ways in which to get into the program. Students may enroll on the Credit, continuing education and has various sources of payment for students from employment reimbursement to Capital Ideas, TAA and TRC.

In what ways does the program take targeted action to address internal needs within available resources?

Due to space issues the RVS campus did not always have space for the Medical Coding Program to have its own computer lab. Dr. Carroll and Kirk White have made it possible for our program to have a computer lab available at Highland Business Center. We now have two labs available; one at the RVS and the other at HBC.

In what ways does the program demonstrate a commitment to integrity and exemplary standards?

The Medical Coding Program updates and rewrites curriculum annually for four classes in the program in the following areas: Legal and Ethical Aspects of Health Information, Coding and Classification Systems, Coding and Reimbursement Systems, Health Data Content. Based on the fact that there are changes to these classes each year, as faculty we prepare and rewrite the curriculum for each of these classes annually. The reason annual updates are required for our curriculum is that the Law and ICD-9-CM codes change on an annual basis. The source for this is the American Medical Association, American Health Information Management Association, Joint Commission on Accreditation of Hospitals and Centers for Medicare and Medicaid Services.

In what ways does the program demonstrate personal and professional ownership that generates accountability?

Faculty evaluations are either excellent or very good. For the past two years the majority of adjuncts and fulltime faculty obtain very good or excellent evaluation. The Medical Coding Department complies with all ACC board policies, THECB guidelines and SACS requirements.

[b] Responsiveness to community needs and satisfaction of community demand

In what ways does the program address a verifiable need for the student, community, and society?

The Medical Coding Program skill of coding such as translating the diagnoses, procedures, services and supplies into numeric and / or alphanumeric components for statistical reporting and reimbursement purposes is tested. If the student does not demonstrate this skill they cannot pass the course. The medical coding student leaves ACC with a marketable skill that makes them employable in the community.

Describe the results of the program's most recent assessment of community need.

According to the American Health Information Management Association (AHIMA) website our profession is expected to be in high demand as the health sector expands in the 20 years. The Bureau of Labor Statistics cites health information technology (Medical Coding) as one of the 20 fastest growing occupations.

How do the program's five-year enrollment trends compare with those of the College overall?

The Medical Coding Program began on the credit side in 2001. The figures show an enrollment of 77 in the Fall of 2001 and 89 in the Fall of 2002. The enrollment trend is climbing and we expect more students in the future. The enrollment for ACC overall has increased in the past five years.

[c] Accessibility to students and identification of unnecessary barriers

Analyze when and where courses are offered (by campus, time of day, mode of delivery).

All classes are face to face unless indicated as online.

Fall 2001 -evening and weekends

10 classes offered

HBC - 10

CYP-2 (day and night)

RVS-1

Spring 2002 - evenings and weekends

7 classes offered

HBC-3

RVS-2

CYP-2 (day and night)

EVC-1

Summer 2002
3 classes offered
HBC-1
RVS-2

Fall 2002
8 Classes offered
HBC-3
CYP-1(day)
RVS-3
Online -1

Summer 2003
3 classes offered
HBC-2
RVS-1

Fall 2003
8 classes offered
HBC-5
RVS-3
CYP-1 (day)
Online-2

Spring 2004
8 classes offered
HBC-3
RVS-3
EVC-1
CYP-2 (day and night)
Online-2

List the number of sections taught (by location).

Fall 2001 night and weekends
HBC-10
CYP-2 (day & night)
RVS-1

Spring 2002 night and weekends
HBC-3
RVS-2
CYP-7(day and night)
EVC-1

Summer 2002 night and weekends

HBC-1

RVS-2

Fall 2002 night and weekends

HBC-3

CYP-1(day)

RVS-3

Online-1

Fall 2003 night and weekends

HBC-5

RVS-3

CYP-1(day)

Online-2

Spring 2004 night and weekends

HBC-3

RVS-3

EVC-1

CYP-2(day and night)

Online-2

List the number of sections closed or canceled per course.

According to the Austin Community College Office of Institutional Effectiveness, Table 6-Number of Canceled Section by Term, Location and Course Fall 1999-Spring 2003:

Term	Course	Location	Total
Summer 2001	HITT 1305	CYP	1
Fall 2001	HITT 1301	CYP	1
	HITT 1305	SIT	1
	HITT 1441	SIT	1
Spring 2002	HITT 2435	EVC	1
Fall 2002	HITT 1270	SIT	1
	HITT 1305	EXT	1
		Total	7

How does each of the five-year demographic trends (gender, ethnicity, age group) for this program compare to the overall college trend? (List the source of your information.)

Summer 2001

White-2 67%

Black-1 33%

Female-3

Age-34.7

Fall 2001

White-50 64%

Black-16 21%

Hispanic-7 9%

Asian-4 5%

Non-resident Aillien-1 1%

Female-68

Male-10

Age 35.8

Spring 2002

White-49 53.0%

Black-18 20%

Hispanic-22 24%

Asian-2 2%

Other-1 1%

Female 83

Male-9

Age 35.2

Summer 2002

White-20 61%

Black-4 12%

Hispanic-6 18%

Asian-1 3%

Other-2 6%

Female-30

Male-3

Age 40.7

Fall 2002
 White-49 54%
 Black-14 16%
 Hispanic-23 25%
 Asian-2 2%
 Other-3 3%
 Female-82
 Male-9
 Age 35.3

Spring 2003
 White-50 52.63%
 Black-19 20.00%
 Hispanic-23 24.21%
 Asian-1 1.05%
 Non resident Alien-2 2.10%
 Female-84
 Male-11
 Age 33.4

Medical Coding Program		vs.	ACC Overall
White	56%		50%
Black	18%		39%
Hispanic	21%		45%
Asian	2%		57%
Non-resident Alien	1%		No data
Other	2%		33%
Female	89%		49%
Male	11%		48%
Age	36		30

Source of information is Austin Community College Office of Institutional Effectiveness and ACC fact book. The average age for the Medical Coding student is 36. The average age for the ACC student is 30. The population in the Medical Coding Program is diverse in its makeup of students is different from the overall makeup of students at ACC. This program has students with an average age of 36 and 89% female. This field has traditionally been a female dominated profession.

Identify any unnecessary barriers to students, especially those who are educationally disadvantaged and not well served by other colleges.

The Medical Coding Program is doing an exceptional job by offering late afternoon, evening and weekend classes to students who are educationally disadvantaged and not well served by other colleges. We tend to offer flexibility to students that are working so that they can attend class other than the traditional 8:00 a.m. to 3:00 p.m.

[d] Student outcomes including participation and successful-completion rates

How do course completion rates (A-B-C-D rates) for courses within this program compare to College norms?

The Medical Coding Program Grade distribution Report for Fall 2003:

Class Name	A	B	C	D	F
HITT 1253	7	4			
HITT 1301	6	2	1		
HITT 1301	6	1			1
HITT 1305	5	2	1	1	4
HITT 1305	1	2	3		5
HITT 2266	4	2			
HITT 2435	1	5	2		
MDCA 1409	5	2	1		

Source is: Fall 2003 Faculty Rating Report and Grade Distribution Report

The Medical Coding Program Grade distribution for August 20, 2001 to April 12, 2002:

Class Name	A	B	C	D	F
HITT 1253	5	3			
HITT 1301	12				
HITT 1305	14	6	1	1	2
HITT 1370	5				
HITT 1441	8	4			
HITT 2266	1				
HITT 2435	2				
MDCA 1409	5	3	1	1	

The Medical Coding Program Grade distribution for January 14, 2002 to 5/12/2002 is :

Class Name	A	B	C	D	F
HITT 1253	9	6	2		
HITT 1301	6				
HITT 1305	22	8	6	1	3
HITT 2266	5	1			
HITT 2435	7	4	1		
MDCA 1409	4	3	1		

The Medical Coding Program Grade distribution for 5/20/02 to 8/23/2002 is:

Class Name	A	B	C	D	F
HITT 1270	14				
HITT 1441	10	5			1

Source is the Grade Distribution Report by the Office of Institutional Effectiveness and the ACC Grade Distribution Report.

The Medical Coding Program has a low percentage of students that receive D's and F's. According to this report on Grade Distribution we have 16 F's and 4 D's.

College-wide non-mastery for the Fall 2001 is 31.2% Our program began in the Fall of 2001. The medical coding program has a non-mastery rate of 9.1%.

What are the program completion or graduation rates (compared to intent as well as overall) for this program?

According to the results of the Graduate Follow-up Survey Results by Program the results are as follows:

FY02-to the present we had a total of 21 graduates in the program. Currently we are having 4 to 5 graduates per semester.

As of the Fall 2002 we have 22.25% graduation rate.

How do withdrawal rates for courses compare to College norms?

According to the statistics reported by the Office of Institutional Effectiveness, the withdrawal rates are as follows:

Fall 2001

1 Withdrawal

Spring 2002
2 Withdrawals

Summer 2002
3 Withdrawals

Fall 2002
8 Withdrawals

Spring 2003
10 Withdrawals

The College-wide withdrawal rate is 22.5%, our program has a withdrawal rate of 3.9%.

What do the results of the program's student learning outcomes assessments (departmental final exams, exit tests, standardized tests, etc.) indicate about the program?

The results of the program's student learning outcomes assessments indicate that our students are finding jobs in the Health Information Profession/Medical Coding. Two of our students successfully passed the National Exam in June of 2003.

[e] Measures of program quality and educational value added

- **Academic Standards**

What are the processes and procedures that the department uses to maintain academic standards and achieve consistency within the department?

To maintain academic standards and achieve consistency within the department, the Medical Coding Program is using 3M Encoder. The 3M Encoder is updated on a quarterly basis and this is the standard for most coding software. The 3M Encoder is used by local hospitals and it is used on a nationwide basis. In addition to this, the Advisory Board and the Medical Coding Faculty meet to discuss curriculum. On an annual basis, as department head, I look for books to ensure that we are using the latest books and I find resources for our faculty to use in the program.

- **Curriculum**

What procedures are used to assure that the curriculum is current and adequately meets the needs of students?

The procedures that we use is that all of the adjuncts are content experts and work in the field. They provide the students with the latest information in the field and we also have academic standards that we follow (see Academic Standards above).

Are learning outcomes defined for courses and the program? Yes No
 Are course texts up-to-date?. Yes No
 Are course and program listings in the ACC Catalog up-to-date? Yes No
 Do all courses have up-to-date syllabi on file? Yes No

Evaluate the use of instructional resources (including those in the library).
 The Medical Coding Program uses mostly traditional courses (face to face) lectures and instruction. In these classes we have outside homework, in this we assign students the use of Internet and websites for projects and research. We also use topic specific videos and websites recommended by the authors. Additionally, we use guest speakers, field trips and power point presentations.

Evaluate the extent to which technology impacts the mode of instruction, including the number of courses and sections taught via distance learning.
 The Medical Coding Program currently has two online classes for Medical Terminology. In the past year, students are demanding more online classes. In the meantime, the Program is trying to find a way in which more classes can be placed online without leaving any student without resources for learning. We are concerned with our minority students not having transportation or the means of accessing computers.

Evaluate the extent to which instruction is focused on problem solving, active learning, and work-based elements.
 There are at least four courses in the Medical Coding Program that focus on problem solving, active learning and work-based elements.

List below the current discipline-specific courses within the program and the date of the latest review.

Course HITT 1301	Date of Last Review Fall 2003
Course HITT 1253	Date of Last Review Spring 2004
Course HITT 2266	Date of Last Review Fall 2003
Course HITT 1441	Date of Last Review Fall 2003
Course HITT 2435	Date of Last Review Fall 2003
Course HITT 1270	Date of Last Review Fall 2003

• **Faculty**

Do all faculty teaching in the program meet SACS requirements?
 Yes No (if no, please explain)

What is the ethnic diversity of the faculty?
 Hispanics-2 (33%)
 White-4 (67%)

What evidence is there that faculty are staying current in their respective disciplines and instructional methodologies?

The Medical Coding faculty keep the department chair abreast of their professional development.

What recognition has been given to faculty within the last year?

Dr. Naomi Carroll was nominated for a NISOD Award.

Describe professional development activities in which program faculty participate.

HIPAA

Confidentiality of Health Information Management

E-Web coding

AHIMA sponsored activities

TXHIMA sponsored activities

What percent (and the total number) of faculty participate in formal professional development activities on a regular basis?

All (100%) Medical Coding faculty participate in Faculty Development Day and they attend classes sponsored by the American Health Information Management Association, Texas Health Information Management Association, Capital Area Health Information Management Association and Nursing professional development activities on a regular basis.

Describe the types of discipline-related professional development activities offered.

ACC currently does not offer any specific Health Information Management related courses.

What percent of sections do full-time faculty teach?

The fulltime faculty in the department teaches 40% of the sections offered in the program.

What percent of contact hours do full-time faculty teach?

According to the Austin Community College (Office of Institutional Effectiveness) Combines Section, Enrollments , Credit and Contact Hours report for FY1998 to FY2002 is lists the fulltime faculty as teaching in FY02 at a 1% with 1760 contact hours.

Are student evaluations of instruction within acceptable range? Yes

No

To what extent are alternative modes of instruction incorporated into classes?
Alternative modes of instruction include student-led discussion groups, small group instruction, one on one instruction in coding classes and case studies in various classes including Legal and Ethical Aspects of Health Information. Additional modes of instruction are Internet sites, guest speakers, field trips and videos.

- **Student Satisfaction**

Do student course evaluations demonstrate satisfaction with courses?

Yes No

[f] Adequacy of program resources and efficiency of resource use

Describe the overall adequacy of resources (human, technological and capitol, facilities, and fiscal) available to the program for providing effective program delivery and outcomes.

The Medical Coding Program has excellent instructors, software and is moving to the new campus at EVC in the Spring of 2005. In addition, HBC has recently expanded their third floor where there is excellent classroom space available for our program.

What is the ratio of full-time to adjunct faculty (by course and for the program overall)?

One full-time faculty to 5 adjuncts. According to the Austin Community College Combined Sections, Enrollments, Credit and Contact Hours report for FY 1998 to FY2002 the fulltime faculty is listed as teaching 4 combined section for 22 credit hours with 1,760 contact hours and 2.3 sections in RY 2002. This same report lists the adjuncts as teaching 15 combined sections, 11 section with 498 credit hours or 63% and 9,488 or 44% contact hours.

How up-to-date is the equipment used by the program? The 3M Encoder software is up to date and the computers used in the program are within the acceptable range for preparing students into the workforce. None of the computers we use are out dated.

Identify possibilities for improving the efficiency of the program's use of resources.

Offer more online courses for the students.
Offer an alternative to the 224 hour coding practicum.
Offer flex hours with our computer labs.

[g] Comparison of program performance, price, and enrollment with that of alternate local suppliers

How is the program competitive with similar programs offered by other institutions or schools in the service area in terms of performance, cost to students, and enrollments?

The Medical Coding Program far out values the competition in the Austin area. The cost for the Medical Coding Program is \$2600.00 for the credit side. Continuing education is approximately \$4107.07 vs Virginia College at \$10,000.00 and Southern Careers at \$15,000.00. I was not able to obtain enrollment information on Virginia College and Southern Careers.

[h] Direct and indirect program-related revenues and costs to the College

Identify the major sources of revenue for the program, including grants, partnerships, etc.

The major source of revenue for the Medical Coding Program is state funding, tuition revenue and lab fees based on the ACC institutional budget report.

Compare program costs to those of other ACC programs.

The cost for the Medical Coding Program is approximately \$2600.00 on the credit side and the continuing education cost is \$4107.07.

The direct expense for our program is \$104,824.00 with a Marginal Surplus of (18,043). There were 37 workforce programs included in the FY 2002 Program Revenues vs Expenses Report, 14 had positive marginal surplus range from 20.8 to 160.9%.

Source is the Austin Community College FY2002 Program Revenues vs Expenses.

Compare the program's actual expenditures to the approved program budget for the previous two years.

The FY02 budget for the Medical Coding Program was \$96,049.00 and the FY03 budget was \$96,049.00 and the budget for FY2004 is \$105, 777.00. The analysis from the Austin Community College FY2002 Prgram Revenues vs Expenses is if - 20.8%. The direct expense for our program is \$104,824.00 with a Marginal Surplus of (18,043).

There were 37 workforce programs included in the FY2002 Program Revenues vs Expenses Report, 14 had positive marginal surplus and 23 did not. Those work force programs have a negative marginal surplus range from 20.8 to 160.9%

According to Neil Vickers in the budget office, this is all of my program budget information.

Source is Austin Community College FY2002 Program Revenues vs Expenses.

TRANSFER or WORKFORCE AREA-SPECIFIC INFORMATION

Only Workforce Programs complete the following section.

Report/status from latest external accrediting agency visit

The Medical Coding Program does not have an external accrediting agency.

When was the most recent program revision?

This is the first review for the Medical Coding Program.

Number of declared majors intending to complete a program who complete degree/certificate requirements within 6 years

114

Average number of semesters it takes for students to gain degree/credential.

The students in the medical coding program usually take 5 semesters to obtain their Level 1 Certificate. Credentialing is obtained through the national association, American Health Information Management Association.

Number of graduates within the last three years

21 graduates in the Medical Coding Program from May 2002 to the present. Source is ACC Graduation Office.

Demographics of graduates

The Medical Coding Program has had one male to complete the program. All other students have been female. There have been a total of 21 graduates from May 2002 to the present.

Male - 5%

Female 95%

Fall 2001

None

Spring 2002

Black 50%

White 25%

Hispanci 25%

Fall 2002

Hispanic 43%
Black 29%
White 28%

Spring 2003
White 75%
Black 25%

Summer 2003
White 100%

Fall 2003
Black 67%
Hispanic 33%

Percent of graduates who are employed within one year of graduation.

Spring 2002 100%
Fall 2002 100%
Spring 2003 100%
Summer 2003 100%
Fall 2003 100%

What evidence exists that program completers (or near completers) are successful on the job? What, if available, are their beginning salaries? Graduates of the Medical Coding Program call the department chair (Norma Mercado) or Dr. Carroll to inform us of their successful job searches. Student in this program usually start between \$11.00 and \$15.00 an hour.

Percent of employers indicating satisfaction with graduates.
100%

Discuss the most recent results of Focus Group or internal survey of employers. The most recent survey for the Medical Coding Program was conducted Summer 2002. The survey indicated that employers were satisfied with our graduates and had them in coding training program, however, the survey indicated they would not be hiring any additional employees.

Number of employers indicating need for more graduates
None

Provide evidence of SCANS competency integration into course syllabi and programs.

The ACAP (Austin Competency Analysis profile) initiative comes out of the workforce education curriculum and competency based instruction at ACC. The ACAP is a process for analyzing an occupation to develop curriculum. The ACAP for the Medical Coding Program was completed in May 2001 and discussed with all Advisory Board Members in the Spring of 2003. Previous to this adjuncts teaching in the program were given the results of these to develop their syllabi.

How often does the program's advisory committee meet to discuss curriculum issues?

The Medical Coding Advisory Board meets twice a year to discuss curriculum issues.

When and where are advisory committee minutes maintained and posted?

The Medical Coding advisory board minutes are posted to the ACC website by Macy Moreno (administrative assistant) for the Medical Coding Program.

Evidence of recent review of curriculum by external advisory committee.

The most recent review of the curriculum by the Advisory Board was held November 2003.

Advisory committee validation of entry level skills

During the Spring 2003 the Advisory Board meet to discuss and validate entry level skills for the Medical Coding Program.

Only Transfer Programs complete the following section.

Number and percent of graduates who transfer within one year of graduation.

There have been three students in the past that have transferred. One student wanted an associates degree, so she transferred to St. Phillips College in San Antonio, the other two transferred to Texas State to pursue a four year degree.

Number of articulation agreements with universities and colleges

1

Number of courses that transfer

3

Number of student complaints about problems with course transfer

None

Discuss the results of the most recent Survey/focus group of transfer institutions.

None

Discuss data from transfer institutions if available.

None

Number of students transferring successfully.

3

CONCLUSIONS

Based on the information collected and analyzed during the program review process, what are the major conclusions of this review of the program? Summarize them here and complete the *Program Status* form.

The Medical Coding program is a small vital part of the Austin Community College. This program will maintain and keep abreast of the latest information in Medical Coding to protect the integrity of the program and to have successful graduates that are employable. Another goal of the program is to improve communication via the website to our students and the community.

PROGRAM VISION STATEMENT

State the program's vision or preferred future for the next five years. The vision statement should provide direction to the program as it makes improvements to enhance its effectiveness and efficiency.

The Medical Coding program is vital to Austin Community College. The program will make strides to offer continuing education to the Health Information Management Profession. We will work towards fulfilling the need of our graduates by preparing them for a successful National Examination.

RECOMMENDATIONS

What does the self-study team recommend for improving or maintaining the quality of the program? Summarize them here and complete the *Quality Improvement Plan* form.

The Medical Coding Program will maintain and improve coding skills of our students, communication with students and clinical sites in order to place more students in the community. The Program will also work on improving online accessibility of courses for our students.

ADDITIONAL COMMENTS



APPENDIX

List all documents that you used in your report:

www.ahima.org

ACC Human Resources

Austin Community College Fact Book 2002-2003

Preliminary Enrollment Report Austin Community College Summer 2003

Preliminary Enrollment Report Austin Community College Fall 2002

Preliminary Enrollment Report Austin Community College Spring 2003

ACC Graduation Office

When you have completed this report, send it via e-mail to the Coordinator for Institutional Assessment (rwall@austincc.edu) as an attachment.

Quality Improvement Plan Form for **Medical Coding** Program

To be useful, a plan must be based on distinct, measurable tasks or actions that strengthen the program. An action plan is not philosophical or abstract. It can and should include some “what ifs.” “If this equipment is purchased,” “If space is added,” or “If schedules are changed,” are examples.

The template below is intended to assist you in thinking and planning long-term. The College knows that factors can and do change so that some of these projected tasks may not occur—especially those projected for the third year. Furthermore, we know that this plan will need to be revised. Therefore, in one year, OIE will be asking you to update both your progress towards these tasks and to review/revise your tasks for the second and third year of the plan.

Note on Requests for Funds: Consider changes that require **one-time** costs (equipment, renovation, etc.) and changes that require **recurring** costs (typically new positions). *All requests for funding should indicate how they will improve learning and meet targeted objectives.*

2004-05				
Goal: Improve communication with students in the Medical Coding Program.				
Estimated completion date: 12/04				
Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible
Type in newsworthy information on the Medical Coding Program on the website.	Tell all students of this feature so that they can depend on this method for communication	None	Students may not be able to get the latest information on the program.	Fulltime faculty
Goal: Review Medical Coding Program textbooks for the Insurance Coding Course.				
Estimated completion date: 10/04				
Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible
Review textbooks for Insurance Coding	Change book if the current book is out of date.	None	n/a	Fulltime faculty along with adjunct teaching the course.

Goal: Obtain four new affiliation agreements.				
Estimated completion date: 12/04				
Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible
Call on physician offices and clinics	Obtain four new clinical sites.	None	Lack of placements will be detrimental to the program.	Fulltime faculty

Goal:				
Estimated completion date:				
Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible

2005-06				
Goal: Obtain five new affiliation agreements.				
Estimated completion date: 12/05				
Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible
Call physician offices and clinics to obtain new clinical sites.	Obtain five new clinical sites to use for the Coding Practicum.	None	Students will not be able to sign up for the capstone course.	Fulltime Faculty

Goal: Find an alternative to the Coding Practicum				
Estimated completion date: 12/05				
Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible
Investigate new alternatives to the coding practicum	Determine whether this course can be put online or whether it must stay as a practicum.	None	Completion rate may not improve.	Fulltime Faculty

Goal: Review Textbook for HITT 1441 and HITT 2435				
Estimated completion date: 12/05				
Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible
Review current textbooks to determine if there are any other textbooks that would enhance students coding skills.	Determine if the current book is best or get a more up-to date textbook.	None	Students may not have marketable coding skills.	Fulltime faculty and adjunct teaching the course.

Goal: Place HITT 1253, Legal and Ethical Aspects of Health Information online.				
Estimated completion date: 12/05				
Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible
Determine if there is a way in which one additional Medical Coding Class can be placed online.	To place HITT 1253, Legal and Ethical Aspects of Health Information online.	\$2,000.00	This is a high demand class and it will cause the Medical Coding Program not to have a high completion rate.	Fulltime faculty

2006-07				
Goal: Obtain six new affiliation agreements.				
Estimated completion date: 12/06				
Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible
Call clinical sites to obtain new affiliation agreements	Obtain new clinical sites in order to have students complete the capstone course.	None	Students will not be able to finish the program.	Fulltime faculty

Goal: Review textbook for HITT 2353 Legal and Ethical Aspects of Health Information				
Estimated completion date: 12/06				
Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible
Review textbook for the Legal and Ethical Aspects of Health Information to determine if the book needs to be changed	Find new textbooks for the Legal and Ethical course.	None	Students will not be up-to-date on HIPAA.	Fulltime faculty

Goal: Place HITT 1301, Health Data Content and Structure online.				
Estimated completion date: 12/06				
Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible
Explore if there is a way in which we can place HITT 1301, Health Data Content and Structure online.	Place this high demand class online	\$2000.00	Students in the program will not meet their prerequisites.	Fulltime faculty.

Goal:				
Estimated completion date:				
Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible