Yakima Valley College
Academic Program Review Report
2021-2022
Program Review
for Medical Billing & Coding, AAS & Cert

Contents

Section 1. Program Description

Pathway: Healthcare

Description:

Descriptions vary across platforms. A common description has not been identified and needs to be developed.

Program Purpose:

Prepare students for entry-level careers that perform medical billing and coding.

Relationship of the program to YVC's 2021-2025 Strategic Plan:

This program seeks to provide students with the knowledge and skills to support them in performing billing and coding as professionals that contribute to patient care as a member of the healthcare team. This purpose best aligns with the strategic objectives that connect education to careers to serve our community.

Program Overview & Planning Process:

Program Overview and Sequence:

Medical Billing and Coding Certificate and Degree Overview
The following core courses are completed before program enrollment:

AH 105: Introduction to Pharmacology 3 Cr

AH 108: Communication and Cultural Concepts in Health Care 3 Cr

AH 110: Human Body in Health & Disease I 5 Cr

AH 119: Medical Terminology 5 Cr

AH 120: Human Body in Health & Disease II 5 Cr

AH 140: Medical Law and Ethics 2 Cr

AH 155: First Aid/CPR/Blood-Borne Pathogen Training 2 Cr

AHBC 101: Introduction to Medical Coding 3 Cr

AHBC 102: Introduction to Medical Billing 2 Cr

BA 115: Business Math 5 Cr

PTECH 120: Technical Writing 5 Cr

An application is required to pursue the following program-specific courses to complete the certificate:

AHBC 121: Health Care Reimbursement Issues I 3 Cr

AHBC 122: Health Care Reimbursement Issues II 3 Cr

AHBC 132: CPT/HCPCS Coding 4 Cr

AHBC 133: ICD-10-CM Coding 3 Cr

Administrative Procedures Courses

AHMA 125: Administrative Procedures 5 Cr

Practicum Courses

AHBC 201: Coding Professional Practice 5 Cr

AHBC 203: CPC Examination Review 5 Cr

Total Certificate Credits 68

Additional Courses needed for Completion of the AAS:

ACCT& 201: Principles of Accounting I 5 Cr

AHBC 218: Health Care Reimbursement Issues III 4 Cr

AHBC 220: Advanced Coding 5 Cr

AHBC 224: Medical Billing Compliance Issues 3 Cr

Advisor approved electives 15 Cr

AAS Total Credits 100

Program planning is a shared responsibility between the program faculty, dean, and curriculum committee. In consultation with the dean, the program faculty propose to review and revise program courses, sequences, certificates, and degrees. The curriculum committee receives the proposed and revised curriculum and determines whether to advance the courses/programs of study to the President for final approval.

Each department associated with the courses in a program of study meets at least quarterly; course proposals and revisions are voted upon during these meetings. The overall program review team meets annually to review updates to the curriculum associated with the program and progress at meeting program indicators. At least twice per year, program faculty are convened to discuss program effectiveness or elements of program effectiveness: Convocation and Assessment Workday. The department faculty and the program review team members use information gleaned from reviews as the basis for planning improvements to courses, sequences, and programs of study.

- **Does your program have a competitive Application Process?** Yes☒ No☐
- **Does your program have an Advisory Board?** Yes☒ No☐

Program Learning Outcomes:

PLO 1: Students will compete for entry-level positions in the medical billing and coding profession.

PLO2: Students will demonstrate the ability to code and bill accurately according to professional, state, and federal coding guidelines.

PLO3: Students will apply billing and coding principles to optimize reimbursement.

PLO4: Students will demonstrate professional oral and written communication skills.

PLO5: Students will model professional behavior, including attitude, organization, and time management skills dress appropriately in a medical facility.

PLO6: Students will apply privacy and security regulations (HIPAA) to protect confidential health care records and billing data.

The above outcomes have been modified. The below learning outcomes have been presented to the advisory board, edited with feedback, and approved by the WED Curriculum Committee Fall Quarter of 2021 to be in effect Fall of 2022:

PLO 1: Demonstrate the ability to code and bill accurately according to professional and regulatory guidelines to optimize reimbursement.

PLO 2: Perform administrative skills utilized by medical billing and coding professionals in medical facilities.

PLO 3: Demonstrate professional and ethical behaviors appropriate to a member of the healthcare team.

- Are the PLOs approved by Curriculum Committee? Yes☒ No☐
- Does the program have a learning outcomes map or record of which courses are assessing which Learning Outcomes? Yes☒ No☐

Academic Credit for Prior Learning:
- **Are the ACPL listings in the Canvas Course accurate?** Yes☒ No☐

Although ACPL listings seem to be accurate, AHBC 101 should be revised or removed to reflect the current course curriculum.

Section 2. Program of Intent Analysis

Program of Intent Analysis:

A Program Intent Dashboard of basic data elements with a trend summary was created by OIE. Program of intent data includes all students coded for the program. For programs with selective admission, the intent numbers reflect accepted students and students who are working toward application/acceptance. At all times when the term "program of intent/intent" is used it is referring to all students coded into the program. When the term "accepted" is used, it is referring to all students who applied and were accepted into a selective admissions program. The APR Workgroup reviewed and analyzed data to identify any trends or patterns in student intent that might affect the program. Using the years 2016-2020 the following trends were observed:

Data Trends

- Program of Intent: has stayed stable with an average of 33 students per year.
- Gender: average of 95% female and 37% male with a slight decrease in female intent and a slight decrease in male intent in 2020.
- Age: it appears there has been an increase in intent for 25-39 with an average of 19% for <25 years, 54% for 25-39, and 32% for 40 and older.
- Race/Ethnicity: Historically Underserved Students of Color, on average, represent 40% of enrolled students with a slight increase over the last five years and white represents an average of 51% of enrolled students with a slight decrease over the last five years.
- Low-Income: an average of 75% of enrolled students are low-income and 37% are non-low-income.

Faculty Observations:

The intent in this pathway has remained strong with an average of 33 students a year supporting interest. Why is the program receiving significantly fewer applications for the program cohort?

Students have been noted to struggle with access to financial aid which has come to light during academic advising. This supports the data observations that most students are considered low-income.

Program Data for Selective Admission Programs:

Students complete program coursework, or AHBC courses, in sequential order. The following courses are entry and endpoint courses currently for the program.

- AHBC 122 & 132 are entry courses for the certificate and degree cohort.
- AHBC 201 & 203 are endpoint courses for the certificate and degree cohort.
- AHBC 218, 220, and 224 are courses only used for endpoint courses supporting the AAS degree.

Data was gathered from dispersed records. It is not clear exactly when some students applied or all who attempted to apply. The application is currently a pdf file. There were 2 application windows for the program cohort that impacted variance in student academic plans. Although

students moved through the AHBC coursework following the above sequence, some may have graduated later than others to wrap up other required courses such as MATH or AH core to support all needed credits for their pathway.

Section 3. Achievement & Equity Analysis

A Program Achievement Dashboard of basic data elements with a trend summary was created by OIE. The APR Workgroup reviewed and analyzed data to identify any trends or patterns in student achievement that might affect the program. Using the years 2016-2020 the following trends were observed:

Data Trends

- Completion: an average of 30% of enrolled students complete per year. Increased student interest but completion is flat.
- Gender: although 95% enrolled are female, 92% completers are female while 3% enrolled are male and 8% completers are male.
- Age: although 19% enrolled are under age 25, 60% of completers are under age 25. Additionally, 54% of those aged 25-39 are enrolled but only 19% of completers are in this age category. It appears that non-traditional students are not completing consistently with their intent representation. Is this a place to evaluate what non-traditional students need for success?
- Race/Ethnicity: 40% of enrolled students are HUSOC but 35% of completers are HUSOC. 51% of students enrolled are white but 60% of completers are white.
- Low Income: an average of 75% of students enrolled are low income, and an average of 78% of completing students are low income.

Course Completion Analysis:

A Program Course Completion Dashboard of basic data elements with a trend summary was created by OIE. Course completion data includes all courses listed in the current catalog as required for degree completion. The APR Workgroup reviewed and analyzed data to identify any trends or patterns in student enrollment that might affect the program. Using the years 2016-2020 the following trends were observed:

Data Trends:

- On average, the program has a 91% course pass rate.
- Gender: on average, males have a 91% course pass rate and females have a 91% course pass rate.
- Age: on average, <25 have a 91% course pass rate, 25-39 have a 91% pass rate, and 40 and over have a 91% pass rate.
- Race/Ethnicity: 91% course pass rate for white students and 92% course pass rate for Historically Underserved Students of Color.
- Low-Income: low-income students had a 91% course pass rate and non-low-income students had a 91% course pass rate.

Faculty Observations:

Consulting with adjunct faculty, once students were accepted, they finished the program and worked closely with instructors and advisors. Students did not seem to apply unless guided by

their academic advisor. About 30 credits were required before being eligible to apply for program courses. It was also identified the application should be reviewed and updated.

No significant gaps or surprises were noticed in the workgroup observations.

Section 4. Learning & Student Voice Analysis

Learning Outcomes:

A Program Learning Outcomes (PLO) Dashboard and Institutional Learning Outcomes (ILO) Dashboard were created by OIE. The APR Workgroup reviewed and analyzed data to identify any trends or patterns in student learning that might affect the program. Using Fall Quarter 2021 the following trends were observed:

PLO Data Trends:

Fall quarter data has been evaluated. There was no data reported for PLOs.

ILO Data Trends:

Fall quarter data has been evaluated. There was data reported for one ILO. The trends are as follows:

Human Relations
- Instances: 2 and 100% met
- Gender: no equity gaps.
- Age: no equity gaps.
- Race/Ethnicity: no equity gaps.
- Low-Income: no equity gaps.

Student Voice:

Learning outcomes surveys were sent to program students in Spring 2022. This was a trial attempt to collect student confidence in Program Learning Outcomes and Institutional Learning Outcomes. There were low response rates. The data is being compiled and will be added to the report in the future.

Section 5. Faculty Response & Project Plan

Summary of Prior Improvement Efforts:

Prior approval efforts have been the reduction of the AAS degree credits to a more manageable AAS of 100 credits rather than the previous 110. The AAS has been proposed to be on hold during the 2022-2023 school year for further evaluation. Only 3 students have been identified during advising to be eligible for 2022 fall AAS degree-level coursework.

New industry-specific evaluation and management guidelines for coding have been updated in AHBC 101, 132, 201, 203, 220, and 224.

Summary of Future Improvement Efforts:

Problem to solve:

- Program of Intent: has stayed stable with an average of 33 students per year.

Goal:

- Increase program enrollment by 10% to close the gap between those accepted and those who intend to pursue this pathway.
- Clarify the application process.

Strategies to solve the problem:

- Reevaluate the application process and implement changes that support improvement.
- Identify and implement a common description across informational materials such as the website, catalog, handbook, and advising materials.

Changes to Implement:

Resources Needed:

- Website support to make changes to the description and improve navigation.
- The Advisory Board will need to be consulted about the application process and common description.
- Communication Relations collaboration to help get the word out about the program.

Section 6. Dean Response

The Dean supports the goals recommended by the faculty to review/update the application process and work on increasing program enrollment. While the Dean is not able to assign workload to another department regarding website updates, a discussion should occur on how the assigned program coordinator may be able to assist with the communication between program and community relations to accomplish needed updates. In addition, the program application process may be able to be tied into a larger discussion of streamlining allied health program applications.