Assessment Overview

Discipline/Program Name __Medical Office Technology____ Assessment Year __2008 - 2009________

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Outcome Type</th>
<th>Methodology</th>
<th>n</th>
<th>History</th>
<th>Benchmark</th>
<th>Results</th>
<th>Strength of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. AAMA CMA Certification Examination Data Results</td>
<td>Discipline</td>
<td>National Exam</td>
<td>3</td>
<td>&gt;5</td>
<td>A successful pass by 75% of program graduates of the AAMA exam.</td>
<td>100% of the students who took the exam passed.</td>
<td>Strong: Exceeds Benchmark</td>
</tr>
<tr>
<td>2. 2008 Graduate Survey and Internship Feedback Results</td>
<td>Discipline</td>
<td>Survey</td>
<td>13</td>
<td>&gt;5</td>
<td>Overall satisfaction of the program was achieved by 90% of the students with none of the students giving a negative rating.</td>
<td>An overall score of 5 for student satisfaction in 90% of all fields taught in the program.</td>
<td>Neutral: Meets Benchmark</td>
</tr>
</tbody>
</table>

3. 

4. 

Describe the Learning Outcome That You Have Measured

<table>
<thead>
<tr>
<th>Description</th>
<th>Pre-Test, Post-Test, Embedded Questions, Rubric Graded Essay</th>
<th>Number of Students Assessed</th>
<th># of Years This Outcome Has Been Assessed</th>
<th>Measurement Standard</th>
<th>Report the Results of Your Data Analysis</th>
<th>Strength of Results</th>
</tr>
</thead>
</table>

Recommendation: Complete this Assessment Overview Table after you have completed your Assessment Summary in the following template.
Program / Discipline Assessment Report

Program/Discipline: Medical Office Technology  
Responsibility: Deborah Jones

Program/Discipline's Mission Statement:
The mission of the Medical Office Technology program is to use innovative and responsive educational opportunities along with the appropriate technology and expertise to meet the needs of our students and community; to prepare our students to become multi-skilled professionals in the healthcare industry, and to safeguard the quality of healthcare by creating and providing a quality program.

Program/Discipline's Assessment History:
By using the assessment process as an evaluative technique, how has it previously affected your program's curricula and/or teaching strategies?

Assessments used in 2008/9
1. Authentic Clinical Skills Assessment – Vital Signs  
   - Students completing the clinical skill course were assessed for their entry-level competency in vital sign assessment.
   - Rubric of skills tested, value of each skill element, and evaluation form were used for the evaluation.
   - Students were evaluated by their instructor as if they were performing a vital sign assessment in a clinical setting.
2. Internship Site Manager Evaluation  
   - Questionnaire to determine entry-level skills of students during their internships.
   - Skills Check list of those skills determined by CAAHEP to be entry-level requirements.
3. Skills Check List  
   - CAAHEP list of required clinical skills for entry level competency.
   - Completion by students during internships required for program graduation.
4. Graduate Surveys and Internship Feedback Survey
Both requested for completion of Internship requirement. By using the assessment process as an evaluative technique, what changes to student learning have been noted?

Review of the vital sign assessment process showed the instructional process to be a successful approach to teaching students critical thinking during the process of obtaining vital signs.

What unintended consequences, if any, have occurred because of the assessment process?

The need to incorporate the vital signs in all clinical classes to reinforce the skills and remind students of how these skills fit into the overall program goals.

Who receives information about your department's assessment and why? (Please note if you plan on altering either of these items for the coming year.)

Data is shared with the program Department Chair and the program Deans of ACC

Part 1: Previous Academic Year Assessment Summary

Previous Academic Year: Certification Exam Results 2008-2009

Please duplicate or remove the tables on the following pages for each outcome you have assessed. If there are five outcomes in the last year, use/create five tables. (For your convenience, four tables have been generated, two Discipline/Program related and two General Education related.)

(To select an entire table, hover over part of the table; an icon should appear with four arrows in the table's upper-left corner ... click on it. You can also drag over all the cells of the table to select it.) Once selected, choose Edit>Copy, click in the space immediately following the table, and choose Edit>Paste.
<table>
<thead>
<tr>
<th>Outcome #: 1</th>
<th>Outcome Title: AAMA CMA Certification Examination Data Results</th>
</tr>
</thead>
</table>
| **Outcome Type** (choose by bolding): **Discipline/Program**: Medical Assisting  
If **General Education** outcome (choose by bolding): **Communication; Critical Thinking; Quantitative Reasoning; Use of Technology; Diversity and Global Awareness; Leadership and Teamwork** | **Outcome Description**:  
The Certification examination tests in these areas: General Medical Knowledge and Clinical and Administrative Skills.  
**General Skills**: (Communication)  
- Recognize and respect cultural diversity (Diversity and Global Awareness)  
- Adapt communications to individual circumstances  
- Employ and respond to professional interpersonal communication techniques  
- Utilize, apply and explain medical terminology  
- Serve as “communication liaison” between physician and patient  
**Clinical Skills**: (Critical Thinking/Quantitative Reasoning, Teamwork)  
- Collect and process specimens/perform CLIA-waived tests (Use of technology)  
- Perform electrocardiography and respiratory testing (Use of technology)  
- Obtain vital signs  
- Prepare patients and assist physician with examinations, procedures and treatments (Teamwork, Critical Thinking)  
- Prepare and administer oral and parenteral medications and immunizations (excluding IV), as directed by supervising physician and as permitted by state law. (Quantitative Reasoning)  
- Maintain medical records including medication and immunization records (Critical Thinking; Use of technology)  
- Screen and follow up test results (Critical Thinking, use of technology, Quantitative Reasoning)  
- Recognize and respond to emergencies (Critical Thinking)  
**Administrative Skills**: (Use of Technology, Critical Thinking, Diversity and Global Awareness, Leadership and Teamwork)  
- Schedule, coordinate and monitor appointments (Critical Thinking, Teamwork)  
- Schedule inpatient/outpatient admissions and procedures  
- Apply third-party and managed care policies, procedures and guidelines  
- Establish, organize and maintain medical records (Critical Thinking, Use of Technology)  
- Perform procedural and diagnostic coding for reimbursement (Use of Technology)  
- Perform billing and collection procedures (Critical Thinking, Use of Technology)  
- Perform all administrative procedures necessary for the daily functioning of a physicians office including bookkeeping and financial procedures (Use of technology, critical thinking, Teamwork, leadership, diversity and global awareness, Communication)  |
| **Benchmark for success**  
1) Please specify what percentage of the sample size is expected to meet or exceed your benchmark.  
2) What is the rationale for choosing this measure? | A successful pass by 75% of program graduates of the American Association of Medical Assistants Certification examination for Medical Assistants.  
Since this capstone examination tests on all aspects of Medical Assisting skills and knowledge required, this tool is used for measurement. |
**Description of assessment process:**

1) What assessment methods were used to measure this outcome (i.e. pre/post test, portfolio review, etc.)?
2) How do these methods show students are learning?
3) What frequency is this outcome being measured (i.e.: each semester, yearly, every other year, etc.) and why?
4) How many students made up the sample size?

Students are offered the opportunity to sit for the voluntary certification examination which is now (since January 2009) available at least once a month at a testing center of the students’ choice as offering this exam only twice a year at specific dates and times was proving inconvenient and limiting.

The examination is 2-3 hours long and consists of 200 multiple choice questions covering all aspects of skills and knowledge that the medical assistant will need to be successful in this career on a daily basis. A candidate’s score is based on the number of correct responses to scored questions only.

The sample size this year unfortunately only consisted of three students.

**Results**

What were the results of the assessment process? (List results for each method, if more than one were used.)

<table>
<thead>
<tr>
<th>Student</th>
<th>Exam Date</th>
<th>Repeat or First attempt</th>
<th>National Rank in General Skills</th>
<th>National Rank in Admin Skills</th>
<th>National Rank in Clinical Skills</th>
<th>Overall National Ranking</th>
<th>Score (minimum passing score 450)</th>
<th>Pass / Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>First</td>
<td>First attempt</td>
<td>94</td>
<td>99</td>
<td>65</td>
<td>94</td>
<td>685</td>
<td>Pass</td>
</tr>
<tr>
<td>B</td>
<td>First</td>
<td>First</td>
<td>66</td>
<td>73</td>
<td>24</td>
<td>53</td>
<td>508</td>
<td>Pass</td>
</tr>
<tr>
<td>C</td>
<td>First</td>
<td>First</td>
<td>99</td>
<td>96</td>
<td>82</td>
<td>97</td>
<td>738</td>
<td>Pass</td>
</tr>
</tbody>
</table>

Average national score was between 450 and 500.

**What did the department learn?**

1) How did group performance compare to the benchmark?
2) How does the data compare to the previous year, if applicable?
3) If multiple measures were used, how do they compare to each other?

There were not enough students taking the voluntary examination for this to be a performance assessment of the program as a whole. However, 100% of the students who took the examination passed the exam and scored higher than the national average and in some cases achieved outstanding national ranking compared to candidates from other programs.

The data is comparable to previous years as a low number of students sat the exam. This year there was a significant improvement on the overall ranking of ACC students. Last year the ranking of the students was 42, 53, 60 and 97. This year’s lowest overall ranking was 53 and the other two were much higher than before. This would show an improvement of the program teaching styles and impact on the student's knowledge retention. Overall this exam shows the high quality of the students coming from the ACC program when compared to national averages.

**Student performance summary**

1) Based on the findings, how does the department rate student performance in regards to this outcome (strong, weak, or neutral)?
2) How does this assessment affect plans for this coming year in terms of curricula, teaching strategies, and assessment methods?

Student performance was strong regarding this outcome however skill sets in clinical are still weaker than admin and general knowledge.

This assessment will not be used in next year’s report as there was not enough data to compare the program as a whole.

The internship goals and program goals will be amended and another assessment method will be developed. Clinical classes will be revised and reviewed using input from ALL staff of the program.
<table>
<thead>
<tr>
<th>Outcome #: 2</th>
<th>Outcome Title: 2008 Graduate Survey and Internship Feedback Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome Type</strong> (choose by bolding): <strong>Discipline/Program; General Ed; Other</strong></td>
<td><strong>Outcome Description:</strong> Medical Assisting graduates are requested to complete a Graduate Survey and Internship Feedback survey after their graduation and internship experience. During this period of time, 23 students took their final internships in either admin, clinical or full medical assisting (both admin and clinical together) and graduated from the program. Of these students 4 completed the Graduate Survey and 13 completed the Internship Feedback surveys.</td>
</tr>
<tr>
<td>If <strong>General Education</strong> outcome (choose by bolding): <strong>Communication; Critical Thinking; Quantitative Reasoning; Use of Technology; Diversity and Global Awareness; Leadership and Teamwork</strong></td>
<td><strong>Benchmark for success</strong> 1) Please specify what percentage of the sample size is expected to meet or exceed your benchmark. 2) What is the rationale for choosing this measure? An overall score of 5 (being the highest) for student satisfaction in 90% of all fields taught in the program is the benchmark for these surveys. The rationale for choosing this measure is to assess whether skills taught in program match the requirements for the career, in a real working physicians environment, who could be a potential employer of the students in the future.</td>
</tr>
<tr>
<td><strong>Description of assessment process:</strong> 1) What assessment methods were used to measure this outcome (i.e. pre/post test, portfolio review, etc.)? 2) How do these methods show students are learning? 3) What frequency is this outcome being measured (i.e.: each semester, yearly, every other year, etc.) and why? 4) How many students made up the sample size? A Graduate Survey and Internship Feedback survey were included in each of the student’s internship packets. After the internship hours were completed, each student was required to submit these surveys as a requirement. Upon completion of their internship, students are asked about their overall satisfaction with their education and internship experience. This outcome is measured on an annual basis. 17 out of 23 graduating students made up the sample size.</td>
<td></td>
</tr>
<tr>
<td><strong>Results</strong> What were the results of the assessment process? (List results for each method, if more than one were used.)</td>
<td><strong>Graduate Survey Results 2008/9 (4 participants)</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>KNOWLEDGE: Cognitive Learning Domain (Critical Thinking, Communication, Quantitative Reasoning, Use of Technology)</strong></td>
<td></td>
</tr>
<tr>
<td>Helped me acquire the medical assisting knowledge appropriate to my level of training</td>
<td></td>
</tr>
<tr>
<td>Helped me acquire the general knowledge base appropriate to my level of training</td>
<td></td>
</tr>
<tr>
<td>Prepared me to collect patient data effectively</td>
<td>2</td>
</tr>
<tr>
<td>Prepared me to perform appropriate diagnostic and medical procedures</td>
<td>3</td>
</tr>
<tr>
<td><strong>SKILLS: Psychomotor Learning Domain (Critical Thinking, Communication, Leadership, Teamwork, Use of Technology)</strong></td>
<td></td>
</tr>
<tr>
<td>Prepared me to perform all clinical skills appropriate to entry level medical assisting</td>
<td>3</td>
</tr>
<tr>
<td>Prepared me to communicate effectively in a healthcare setting</td>
<td>3</td>
</tr>
<tr>
<td>Prepared me to conduct myself in an ethical and professional manner</td>
<td>4</td>
</tr>
<tr>
<td>Taught me to manage my time efficiently while functioning in a healthcare setting</td>
<td>3</td>
</tr>
<tr>
<td>Strongly encouraged me to apply for and pass my CMA exam</td>
<td>4</td>
</tr>
<tr>
<td><strong>GENERAL INFORMATION</strong></td>
<td></td>
</tr>
<tr>
<td>I have attained CMA certification -</td>
<td>100%</td>
</tr>
<tr>
<td>I am applying to take the CMA certification in the future:</td>
<td>50%</td>
</tr>
<tr>
<td>Item/Question</td>
<td>Very Satisfied</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>How satisfied were you with training you received at your internship site</td>
<td>10</td>
</tr>
<tr>
<td>Are you satisfied that the internship training will help you enter the future job market</td>
<td>12</td>
</tr>
<tr>
<td>Please comment on how ACC can improve its Medical Assisting Program:</td>
<td></td>
</tr>
<tr>
<td>No Comment:</td>
<td>8</td>
</tr>
<tr>
<td>Out of remaining 5 students, comments were:</td>
<td></td>
</tr>
<tr>
<td>More repetition of skills throughout all classes</td>
<td>3</td>
</tr>
<tr>
<td>Phlebotomy as a separate skill/certificate</td>
<td>1</td>
</tr>
<tr>
<td>More Pharmacology preparation</td>
<td>3</td>
</tr>
<tr>
<td>Update learning materials/equipment</td>
<td>1</td>
</tr>
<tr>
<td>Improve timeline of internship site placement</td>
<td>2</td>
</tr>
</tbody>
</table>

**What did the department learn?**

1) How did group performance compare to the benchmark?
2) How does the data compare to the previous year, if applicable?
3) If multiple measures were used, how do they compare to each other?

Overall satisfaction (strongly agree or very satisfied) of the program was achieved by 90% of the students with none of the students giving a negative rating.
The overall satisfaction was a slightly higher percentage than last year for the graduate survey. The internship feedback survey was not used last year.
The Graduate Survey was useful to mark program goals in relation to need in the workplace. The internship feedback was more useful in gauging where the program fails in this regard.

**Student performance summary**

1) Based on the findings, how does the department rate student performance in regards to this outcome (strong, weak, or neutral)?
2) How does this assessment affect plans for this coming year in terms of curricula, teaching strategies, and assessment methods?

Based on the findings of all outcomes student performance and satisfaction is strong. However, students felt that parts of the program overall were lacking in the need for enhanced tuition in pharmacology. Also the need for relating back all skills learned from all courses and how they interact with each other is required. The program as a whole needs restructuring to be more integrative and cohesive between courses.
The program will continue to improve learning initiatives and strategies with ongoing changes occurring in medical ambulatory offices, especially those where students intern.
<table>
<thead>
<tr>
<th>Outcome #: 3</th>
<th>Outcome Title: &lt;replace this text with the title of the outcome&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome Type</strong> (choose by bolding): Discipline/Program; <strong>General Ed</strong>: Other If General Education outcome (choose by bolding): Communication; Critical Thinking; Quantitative Reasoning; Use of Technology; Diversity and Global Awareness; Leadership and Teamwork</td>
<td><strong>Outcome Description</strong>: &lt;replace this text with a one or two sentence describing the outcome; if you chose 'Other', please explain; for General Education definitions and other information regarding good outcome construction, please see Appendix A&gt;</td>
</tr>
</tbody>
</table>
| **Benchmark for success**  
1) Please specify what percentage of the sample size is expected to meet or exceed your benchmark.  
2) What is the rationale for choosing this measure? | <replace this text with a benchmark and rationale; for more information about benchmarks, please see Appendix C> |
| **Description of assessment process**:  
1) What assessment methods were used to measure this outcome (i.e. pre/post test, portfolio review, etc.)?  
2) How do these methods show students are learning?  
3) What frequency is this outcome being measured (i.e.: each semester, yearly, every other year, etc.) and why?  
4) How many students made up the sample size? | <replace this text with answers to the questions to the left; for more information about assessment methods, please see Appendix B> |
| **Results**  
What were the results of the assessment process? (List results for each method, if more than one were used.) | <replace this text with the raw findings for this outcome in narrative, table, and/or graph form> |
| **What did the department learn?**  
1) How did group performance compare to the benchmark?  
2) How does the data compare to the previous year, if applicable?  
3) If multiple measures were used, how do they compare to each other? | <replace this text with answers to the question to the left> |
| **Student performance summary**  
1) Based on the findings, how does the department rate student performance in regards to this outcome (strong, weak, or neutral)?  
2) How does this assessment affect plans for this coming year in terms of curricula, teaching strategies, and assessment methods? | <replace this text with answers to the question to the left> |
<table>
<thead>
<tr>
<th>Outcome #: 4</th>
<th>Outcome Title: &lt;replace this text with the title of the outcome&gt;</th>
</tr>
</thead>
</table>
| **Outcome Type** (choose by bolding): **General Ed** | **Outcome Description:**
| Discipline/Program; **General Ed**; Other | <replace this text with a one or two sentence describing the outcome; if you chose 'Other', please explain; for General Education definitions and other information regarding good outcome construction, please see Appendix A> |
| If **General Education** outcome (choose by bolding): Communication; Critical Thinking; Quantitative Reasoning; Use of Technology; Diversity and Global Awareness; Leadership and Teamwork | Benchmark for success
1) Please specify what percentage of the sample size is expected to meet or exceed your benchmark.
2) What is the rationale for choosing this measure? |
| **Description of assessment process:**
1) What assessment methods were used to measure this outcome (i.e. pre/post test, portfolio review, etc.)?
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| **Results**
What were the results of the assessment process? (List results for each method, if more than one were used.) | <replace this text with the raw findings for this outcome in narrative, table, and/or graph form> |
| **What did the department learn?**
1) How did group performance compare to the benchmark?
2) How does the data compare to the previous year, if applicable?
3) If multiple measures were used, how do they compare to each other? | <replace this text with answers to the question to the left> |
| **Student performance summary**
1) Based on the findings, how does the department rate student performance in regards to this outcome (strong, weak, or neutral)?
2) How does this assessment affect plans for this coming year in terms of curricula, teaching strategies, and assessment methods? | <replace this text with answers to the question to the left> |
Part 2: Current Academic Year Assessment Plan

- Your program may wish to examine how retention differs among sections of an important course or you may choose to do an analysis of grade inflation across courses within your program/discipline. Such items aren't truly student outcomes, but they certainly affect learning. As such, these outcomes will be classified as "Other" in the summary you create next year. (Measuring such outcomes is purely optional.)
- Two or more instruments of measuring an objective may provide greater clarity and validity, but only one is required. The department or program makes the decision. The Program Assessment committee and deans are available for consultation.
- In the past, some programs have been identified purely by prefix or in some cases by the type of section offered. Sometimes, a very limited pool of students have been available for such a program to assess, or the program lacks full-time faculty to plan, assess, and report outcomes. If your program has such difficulties, please contact either the Program Assessment committee’s chair or your School's Program Assessment committee representative. We will work with you to find a solution.
- CTE programs with external accreditation may use the accreditation report to in addition or in lieu of these forms, please contact the Program Assessment committee representative if this format is desired. In absence of this contact, these forms are expected.
- Outcomes are to be measured annually. Exceptions are made with VPI approval for outcomes that clearly need a less (or more) frequent review.

Outcome minimums

- At least two outcomes are to be program/discipline-related.
- At least two outcomes are to be General Education in nature. One General Education outcome must be continued from the prior year to develop a historical trend. General Education outcomes need to be assessed and reported annually, regardless of the frequency of reporting for other outcomes.
- Both outcomes above are classified as "student learning" outcomes, requiring benchmarks and analysis. It is strongly recommended that you use the table provided in Part 1 of this report for this function. Definitions and examples of these outcomes are provided in Appendix A at the end of this document. Your Program Assessment committee is available to assist.
- An assessment report is requested annually. Such a report may only consist of a report on General Education outcomes and a plan summarizing where your program is in an assessment with multi-year frequency.
Current Academic Year: 2009-2010

Intended Learning Outcomes (only include if they differ from those noted in Part 1)

- Improve Internship experience and include an overall examination loosely based on AAMA exam questions (see next point).

- Give pre-program (within first course taken) and post program (at internship) exam to assess overall learning outcomes for individuals to compare prior (outside) knowledge with knowledge gained from the program.

- Improve program courses to be more cohesive and inclusive by holding faculty meetings regularly to compare courses and intended outcomes.

- Improve learning styles to help students with retention of skills taught. Include more pharmacology in clinical courses.

Assessment Method(s) (only include if they differ from those noted in Part 1)

- Use the pre-program and post-program exams to gauge program success.
- Use the internship feedback forms for assessment of program and internship experience for students
- Use Employer or internship site surveys for assessment of ACC program overall in relation to skills needed.

Benchmarks (only include if they differ from those noted in Part 1)

- 80% of students will greatly improve (by at least 50%) their prior knowledge when compared to pre-program score.
- 90% of students will be “very satisfied” with their internship experiences and comments for improvements to the program will fall to a minimum of one comment.
- 80% of employers or internship sites will be “very satisfied” with the students from the ACC program in relation to other intern students from other programs (if applicable).

Have you submitted a separate budget worksheet? (Choose by bolding; for information about this worksheet, please refer to the specific budgeting e-mail sent by the committee chairperson.)

- Yes
- No

Please submit this report (including both last year's summary and this year's plan) in a Word document to the Program Assessment committee chairperson (Cheyne Bamford: cheyne.bamford@arapahoe.edu). If you have any questions about the process, please contact the chairperson.