Discipline Outcome
Pre and Post program examination: These examinations are a concise, measurable and specific way to demonstrate that students are developing their knowledge from the specific classes taught in the program.

Measure 1 Type:
Direct
Pre-Post tests

Measure 1 Description:
These examinations are a concise, measurable and specific way to demonstrate that students are developing their knowledge from the specific classes taught in the program overall and that learning has therefore taken place; Personal Development and Responsibility outcomes are shown because their ability to integrate, maintain and retain information often over the course of a couple of years, is shown.

Measure 1 Sample Size:
30

Measure 1 Benchmark

1) Describe the benchmark for this measure.
In the POST test examinations - an overall marked improvement of at least 30% is required.

2) What is the rationale for choosing this benchmark?
If the overall improvement is less than 30% then the program is possibly enrolling mainly students with prior knowledge in the field. If the benchmark is met then the program overall is attaining its goal of
"providing a quality program" where student learning and development are achieved.

Measure 2 Type:

Please select

Measure 2 Description:

Measure 2 Sample Size:

Measure 2 Benchmark

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

Outcomes Met/not met

Missed benchmark

Measure 1 Results:

the MOT program Pre-test consisted of 100 Multiple Choice questions across multiple subjects within the program.
62 students took the pre-test and the average was 60%
30 students graduated the program and took the identical post-test examination with an average percentage score of 85%

Comparison shows an average increase of the score of 25% which is 5% short of the benchmark of 30%

Measure 2 Results:

1) How did unit/department performance compare to the benchmark?

Missed the benchmark by 5%
2) How does the data compare to the previous year, if applicable?

Previous year just about met the benchmark, so it is a decrease from prior year. I think this shows that the changes we have made to classes and content and instructors may be affecting the students ability to retain information.

3) If multiple measures were used, how do they compare to each other?

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?

Missed benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?

I think that the content of classes needs to be reviewed along with the pre/post examinations to ensure that we are testing what we are teaching. It may be that content has changed to the point of moving away from original content of examinations and that questions need to be reviewed after 4 years of using them.

Further Action:
Further Action Planned

Describe the action plan:

Review pre and post examination questions/content for relevance to MOT field. Review content of classes to ensure that relevant data is being taught and that it corresponds to content of pre and post examination content.

Person/Group responsible for action
Deby Jones

Target Date for implementation of the action
08/10/2014

Priority
Medium

Describe any additional resources needed (Leave blank if no additional resources are needed.)
Review Medical Assisting state certification examination content to ensure compliance with content.

Discipline Outcome
Quantitative Reasoning: Students will be able to apply standard measurement skills, conventions and mechanics to obtain vital signs from patients.

Measure 1 Type:
Direct

Performance comparison

Measure 1 Description:
Students will be able to apply standard measurement skills, conventions and mechanics to obtain vital signs from patients.
In addition, they will be able to interpret the measurements obtained in order to make predictions and prioritize the patients to provide a general assessment for the treatment that the physician/provider will initially be looking at.
With the general assessment, students will be able to make predictions to help them decide which instrumentation or testing process needs to be set up and ready for the patient on completion of the examination by the provider/physician.
The students need to complete the measuring, assessing and prediction within a 10 minute time frame.

Measure 1 Sample Size:
28

Measure 1 Benchmark

1) Describe the benchmark for this measure.
80% of students need to show improved proficiency in obtaining and assessing vital signs for a patient within a 10 minute time frame.

2) What is the rationale for choosing this benchmark?
This is the main part of the Medical Assistants job description and this must be done quickly and efficiently so that patient flow for appointments is not interrupted and the physician can see patients in a timely manner.

Measure 2 Type:

Please select

Measure 2 Description:

Measure 2 Sample Size:

Measure 2 Benchmark

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

Outcomes Met/not met
Surpassed benchmark

Measure 1 Results:

**Spring class** - 8 students - First attempt
average time was 9.5 minutes with 2 over the time (63% passed)
second attempt - avg time 8.25 minutes with 1 over the time **(88% passed)**

**Fall Class** - 21 students
first attempt 8.62 minutes avg with 5 over the time (76% passed)
second attempt 8.14 minutes avg with 1 over the time (99.95% passed)
third attempt 6.95 minutes avg with zero over the time **(100% passed)**
total average passing the test is 94% over the two classes using only final attempts.

Measure 2 Results:
1) How did unit/department performance compare to the benchmark?
Exceeded benchmark by 14%

2) How does the data compare to the previous year, if applicable?
Last year the benchmark was exceeded again by 13% so this year is further improvement on that figure.

3) If multiple measures were used, how do they compare to each other?

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?
Surpassed benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?
This assessment confirms that the skills being taught are being taught to a high standard of efficiency and compliance with industry expectations.
When placed in jobs, Medical Assistants are expected to perform this function quickly and still manage to gather all necessary information and equipment to help the doctor manage appointments to the satisfaction of the patients.

Further Action:
Further Action Unnecessary

Describe the action plan:

Person/ Group responsible for action

Target Date for implementation of the action

Priority
Low

Describe any additional resources needed (Leave blank if no additional resources are needed.)

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**Discipline Outcome**

Internship Site Manager Evaluations: Evaluations are sent out for every student that completes a site internship (Medical Assisting Certificate only).

**Measure 1 Type:**
Indirect

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**Measure 1 Description:**
Site evaluations are sent to internship site managers and supervisors and include questions in all areas of the job requirements and expectations for that position. For example: interns must demonstrate to a supervisor competency in medical terminology, law and ethics, HIPAA rules and office and clinical skill competencies including laboratory skills and ability to assist with minor procedures or surgeries in the office, and demonstrate coding procedures knowledge in order to obtain correct reimbursement from insurance plans. This outcome is measured twice in a given year with summer and fall semesters offering internships to Medical Assistants.

**Measure 1 Sample Size:**
10

**Measure 1 Benchmark**

1) Describe the benchmark for this measure.

90% site satisfaction with the knowledge and skills of interns coming in to work in the reality of a health related occupation.

Overall skills and competencies demonstrated - assessment ratings = 5 outstanding, 4 above average, 3 average, 2 below average, 1 inadequate

Question of "would you hire the student if a position was available?"

Additional comments on the program or student were encouraged
2) What is the rationale for choosing this benchmark?

I chose this measure as an overall look at the program and its success at providing multi-skilled entry level professionals in the healthcare industry and assess the skills taught at the college and overall usefulness to potential future employers.

Measure 2 Type:

Please select

Measure 2 Description:

Measure 2 Sample Size:

Measure 2 Benchmark

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

Outcomes Met/not met
Surpassed benchmark

Measure 1 Results:

10 evaluations accompanied the students
All evaluations were returned
7 of the 10 received a 5 score "outstanding" = 70%
2 received a 4 score "above average" = 20%
1 received a 3 score "average" = 10%
None of the students received a below average or inadequate rating

All but one of the students received a YES as an answer to whether they would be hired if a position was available.

Additional comments:
"More in depth on drugs and pharmacology needed"
"more practice with skills prior to internship"
"amazing! Up and beyond our expectations"
"very hard worker and had above average skills"
Measure 2 Results:

1) How did unit/department performance compare to the benchmark?
Exceeded the benchmark by 10% as 100% of sites were overall satisfied with students knowledge and skills.

2) How does the data compare to the previous year, if applicable?
Last year also hit 100% of sites satisfied with students knowledge and skills
Comments from last year were addressed as much as possible in so much as billing and administrative internships were dropped from the program due to lack of sites willing to take on students and not enough time to warrant a good experience with computer security issues being at the forefront of the problem.

3) If multiple measures were used, how do they compare to each other?

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?
Surpassed benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?
The program has changed in so far as adding a pharmacology class for the Medical Assistants so that comment is addressed already.

I would like to keep this assessment as it is a marker as to what is expected by employers at this time and making sure that our students at ACC continue to exceed expectations in the job market.

Further Action:
Further Action Planned

Describe the action plan:
The "more practice with skills" comment related to one particular student who was unwilling to participate in hands-on skills in class. However, I have placed most of my lecture time for my hybrid clinical classes in an online format so that students can view these at home. This frees up more class time dedicated to skills practice and hands-on experiences.

Person/ Group responsible for action
Deby Jones

Target Date for implementation of the action
05/12/2014

Priority
High

Describe any additional resources needed (Leave blank if no additional resources are needed.)

Discipline Outcome

Information Management: Students will demonstrate that over the course of two classes, they are able to create a reimbursement claim for that is “clean” and free from errors so that maximum funding can be obtained from the medical insurance companies.

Measure 1 Type:
Direct

Rubric-graded report

Measure 1 Description:
Medical Claim form for reimbursement
Students will demonstrate that over the course of two classes, they are able to create a reimbursement claim form that is "clean" and free from errors so that maximum funding can be obtained from the medical insurance companies. This is an important part of employment in a physicians office or
ambulatory setting for healthcare to maximize reimbursement from an insurance company. Using computer technology, the students complete a claim form using information gathered from several areas applying rules and regulations from government standards and private insurance companies. This exercise shows that they achieve a collective goal (reimbursement) using critical thinking, and scientific reasoning (rules, regulations, coding standards).

Measure 1 Sample Size:
23

Measure 1 Benchmark

1) Describe the benchmark for this measure.
An improvement of 10% over prior grade over 2 classes with the same assignment but different information. 10% less errors than before.

2) What is the rationale for choosing this benchmark?
For the billing and reimbursement certificate, the major goal is to use coding, medical terminology, HIPAA, government standards, reimbursement rules and critical thinking to determine the correct information required in order to obtain maximum reimbursement for the provider for services rendered. As the claim form itself is a culmination of all this knowledge, it is a good critical thinking assessment tool.

Measure 2 Type:

Please select

Measure 2 Description:

Measure 2 Sample Size:

Measure 2 Benchmark

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

Outcomes Met/not met
Missed benchmark

Measure 1 Results:
MOT 130, the first class with this assignment, showed an average grade of 93% score.
MOT 131 the last class with this assignment, showed an average grade of 90.33% for this assignment

Measure 2 Results:

1) How did unit/department performance compare to the benchmark?
Missed benchmark with a negative score! the students did worse in their second class compared with their first class.

2) How does the data compare to the previous year, if applicable?
Last year there was at least an improvement of 3% but it still fell short of the 10% required.
This years result is worse with a negative outcome.

3) If multiple measures were used, how do they compare to each other?

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?
Missed benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?
This result probably reflects more of a subjective grading "error" rather than a strategic planning error. New instructor was probably "generous" in scoring this item in the first class and not as rigorous as it should have been.
reviewing the scoring and grading process may be all that is needed.
Further Action:
Further Action Planned

Describe the action plan:
Review rubric and scoring and grading standards for both classes to ensure consistency to provide a more accurate program assessment outcome.

Person/ Group responsible for action
Deby Jones

Target Date for implementation of the action
08/10/2014

Priority
High

Describe any additional resources needed (Leave blank if no additional resources are needed.)

Discipline Outcome
Skills assessment and Graduate Surveys: Surveys/Evaluations are sent out to every student who graduated the program in the applicable year time frame for all three certificates.

Measure 1 Type:
Indirect

Survey or questionnaire

Measure 1 Description:
Graduate surveys ask questions such as the type of certificate obtained, are they currently employed and if so in what field, how do they rate the program in terms of usefulness in finding employment, do they participate actively in continuing education programs if they are employed in the field, help identify any strengths and weaknesses of the program and ask if they would recommend the program to other people.
Measured on an annual basis using graduates of all three certificates and they are typically 6 - 12 months out of the program graduation date.

Measure 1 Sample Size:
27

Measure 1 Benchmark

1) Describe the benchmark for this measure.
90% satisfaction with skills received during the program
30% of the students employed within the field of healthcare

2) What is the rationale for choosing this benchmark?
Measures student success. The goal of the program is to provide them with skills that they need to apply for entry level employment in the field of their choice (ie. healthcare).

Measure 2 Type:
Please select

Measure 2 Description:

Measure 2 Sample Size:

Measure 2 Benchmark

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

Outcomes Met/not met

Measure 1 Results:
27 mailed and emailed surveys were sent to both personal email addresses (if available) and ACC Student accounts as well as by regular USPS mail.
12 were returned (44%)

of those 12 returned 7 are employed in the healthcare field (58%), 4 are currently MOT students completing another certificate, and one is not employed at all but seeking employment (although did not state what type of employment they are seeking; I assume healthcare)

All gave a level of 4 or above to skills obtained from the program and they agreed that overall the program provides them with the knowledge and skills to obtain an entry level job in the healthcare field related to their particular certificate.

Measure 2 Results:

1) How did unit/department performance compare to the benchmark?

exceeded the benchmark by 28 percent for employment in the field.

2) How does the data compare to the previous year, if applicable?

the response to my surveys was less than last year with only 44% response as opposed to 60% response last year.

the program has had more graduates recently.

the employment percentage of those who replied was less than last year but still exceeded the benchmark of 30%.

3) If multiple measures were used, how do they compare to each other?

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?

Surpassed benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?
Does not affect budget planning or educational support units but I think that I will send out surveys 2 months after each graduation cohort in order to see if they will respond more and I can get more students to return them. Leaving it until about 6 months after means that they sever ties with the college and do not check their emails, or change them, or move.

Further Action:
Further Action Planned

Describe the action plan:
send out graduate surveys within 2 months of graduation from a particular certificate.

Person/ Group responsible for action

Target Date for implementation of the action
02/02/2015

Priority
Medium

Describe any additional resources needed (Leave blank if no additional resources are needed.)
Could maybe get centralized statistics from Admissions and records who also send graduate surveys and see if I can get program specific results from them and compare.