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.

Assessment Author(s)
Deborah Stutman

Measure 1 Type:
Direct

Pre-Post tests

Measure 1 Description:
A pre-test is given in the very first course of the program to see how much prior knowledge the student has.
The exact same (taking off clinical questions for non clinical students) test is given in their graduating class whether it is for Billing and Reimbursement certificate, Administrative Assistant certificate, or Medical Assisting certificate.

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

1) Describe the benchmark for this measure.

Benchmark is 30% of students improve their overall score from the pre-test by at least 80% in the post test results.

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.

Discipline Outcome

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

Assessment Author(s)
Deborah Stutman

Measure 1 Type:
Indirect

Survey or questionnaire
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:
20

1) Describe the benchmark for this measure.
Benchmark is 90% site satisfaction with the knowledge and skills of interns coming in to work in the reality of a health related occupation.
Questions on the survey include:
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.

Discipline Outcome
Identify weak areas across three Basic Medical Science Classes

Assessment Author(s)
Deborah Stutman

Measure 1 Type:
Direct
Data tracking

**Measure 1 Description:**

Across three Basic Medical Sciences classes the new publisher online assessments connected with the text, give trackable data when the student completes practice quizzes and chapter assignments. How many times the student needs help with questions or assignments or needs "hints" to help solve a problem or question; which parts of the text are the most difficult to master are highlighted when the student has to re-read a section or use additional help tools within that program.

I will use the data collected over the three classes to identify the weaker areas of the very difficult subject of anatomy and physiology with pathophysiology.

**Measure 1 Sample Size:**

20

1) **Describe the benchmark for this measure.**

The benchmark will show that only less than 10% of a class struggle with most of the concepts in these classes. There should be a benchmark of no more than 2 areas/chapters of major weakness within each of the three classes.

2) **What is the rationale for choosing this benchmark?**

Anatomy, Physiology and Pathophysiology needs to be combined for Allied Health professionals as we do not need the intense and in-depth biology classes level of understanding. Finding how the body systems should work normally, then discovering the process of disease and how the systems no longer function and why, is a major part of explaining to patients what is going on with their disorders or problems. This also is a factor in understanding the reasoning behind many of the lab tests that are carried out by medical assistants in the doctor's office and what exactly we are looking for in the results of those tests in relation to body processes.

---

**Learning Outcome**

**Quantitative Reasoning:** Students will be able to apply standard measurement skills, conventions and mechanics to obtain vital signs from patients.
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 this general assessment, students will be able to make predictions which will help them know what instrumentation or testing processes need 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, assessment and prediction of skills within a 10 minute time frame.

Measure 1 Sample Size:

9

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 Assistant Job description and this must be done in a timely and efficient manner so that patient flow for appointments is not interrupted, patient wait times are kept to a minimum, and the physician can see pre-visit information in order to be prepared for the patient and their presented problems.
Information Management: Students will identify problems, retrieve information from sources and think critically on how best to approach a solution to a patient problem.

Assessment Author(s)
Deborah Stutman

Measure 1 Type:
Direct

Performance comparison

Measure 1 Description:

Students in two different classes will be given 6 patient encounter scenarios either by video or by role play in the classroom. MOT 110; which is the first class taken by all students in the MOT program and MOT 138 which is a lab class taken by only the Medical Assistant students in the program.

The students will be given 2 scenarios at paced intervals during the courses. Results of success will be compared between each set of scenarios AND between the courses taken by the same students (if applicable). Example: Suzy Q takes MOT 110 and does the 6 scenarios. At a later semester Suzy Q goes on to take MOT 138 and does another 6 scenarios. Her results will be compared across MOT 110 first, then compared across MOT 138 and then compared with each other.

The students will first identify the "problems" presented in each scenario. There will be guidance given on types of problems typically presented in health providers offices.

The student will then be given the task to research and retrieve information from credible sources on how to legally and ethically resolve the patient "problem" given in the scenario.

Using the information, the student will present their version of how best to approach the patient and work with the patient to find a solution to the given problem.
Scores will be based on finding ALL the problems or potential problems; finding credible research to back up their resolutions; using therapeutic communication to reach out to the patient and resolve the issue without further problems arising.

Measure 1 Sample Size:

10

1) Describe the benchmark for this measure.

80 percent of students will show a marked improvement from their first grades for the first scenarios to their final scenario grades for the course.

80 percent of the students who go on to do MOT 138 classes will show a 30% increase in their points scores from their final score in MOT 110 scenarios.

2) What is the rationale for choosing this benchmark?

80% of students showing improvements from scenario to scenario with using "soft skills" with patients and their care will be a measure of student learning and preparing them for the variety of different patient encounters that they could experience during their working lives in this field.

Employers are asking that more "soft skills" with patient care are taught and retained by students coming into the health care field.