

Course Assessment– Part B: Your Results & Analysis

#68

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MA 118 Medical Office Admin Procedures Lab – Lee-Greene

Results

1a. Report the outcome achievement data gathered via the assignments, test, etc. you identified in question 3 of your Part A. *

Outcome achievement data gathered were the following:

Outcome 1: Computerized assignments covering scheduling appointments, verifying insurance and processing payments for patients in mock environment.

Outcome 2: Computerized assignments covering billing insurance, posting charges, payments and/or adjustments for patients in mock environment.

Outcome 3: Computerized assignments generating and analyzing account receivable reports for patients in mock environment.

1b. Report the percentage of students who mastered each outcome that you identified in question 3 of your Part A.

Perform computerized procedures that are necessary to quickly check patients into the medical office emphasizing appointments, insurance verification and payment processing.

Outcome #1 *

% of students who successfully achieved the outcome: *

100

Outcome #2 *

Perform computerized billing procedures such as posing charges, payments and/or adjustments to the patient account.

% of students who successfully achieved the outcome: *

100

Outcome #3 *

Generate and explain accounts receivable reports.

% of students who successfully achieved the outcome: *

100

Reflect on you assessment results and provide analysis, considering what contributes to student success and/or lack of success. Include feedback from student course evaluations as appropriate. *

The assessments methods for all three outcomes were having the students enter data, process information and print reports on patients in a mock computerized program. Each assignment was valued at 5 for perfect, 4 for late and perfect, 3 for on-time and acceptable (meaning there were mistakes that would not affect the outcome such as data entry errors or spelling errors), 2 for late and acceptable, 1 for usable but incorrect and 0 for unusable and required repeat.

Outcome #1: 94% of students got acceptable grades 3 or above on selected assignments.

The student perception of their understanding of the selected outcomes was 39% at the beginning of the course and 86% at the end of the course.

Outcome #2: 93% of students got acceptable grades 3 or above on selected assignments. The student perception of their understanding of the selected outcomes was 39% at the beginning of the course and 86% at the end of the course.

Outcome #3: 88% of students got acceptable grades 3 or above on selected assignments. The student perception of their understanding of the selected outcomes was 39% at the beginning of the course and 86% at the end of the course.

I also used chapter quizzes to assess knowledge and the students overwhelmingly did not find those exercises useful.

Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, etc.)? *

Surprisingly, the students for the most part did not think this course should be delivered on-line which I thought would be the case. There are many students that needed the instructor guidance on how to accomplish the assignments and utilize the software successfully. The software/textbook options are not very good, so I am going to be reviewing most commonly used to find one that can be used for at least a couple of years.

The textbook we used was still using ICD-9 diagnoses codes when the world is now using ICD-10; this change alone requires us to find a more up to date textbook and software. I have been working with the local clinics to find a way that the students can use the EPIC software that they are using at least to some degree.

What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result? *

The student purchase their textbook and software package so there would be no cost to the college to change. The only cost might be time for the instructor to evaluate the books out there then get the chosen text and software ready for next Fall term.

Were your assessment methods accurate indicators of student learning? Why or why not? Any additional comments?

Yes, I think they were. It was pretty straight forward; either they could do the exercises or they could not. The software we were using did have some glitches but I discovered that the more confident the student the less trouble they had with software problems.

(OPTIONAL) Reflect on any adjustments you made from the last assessment of this course and their effectiveness in student achievement of outcomes?

I changed textbooks and software packages since Fall, 2013 when this course was last evaluated. We changed textbooks in the interim and I think the one we used this time was significantly better because it was Windows based.

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