

Course Assessment– Part B: Your Results & Analysis

#167

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Part B: Your Results

Directions

1. Report the outcome achievement data gathered via the assignments, tests, etc. you identified for each outcome (question 3) of your Part A. *

Data for all outcomes was coding exercises done either in class or as homework. There was one comprehensive test on each of the two main core concepts that being ICD-10 coding and CPT coding. Because this was the first time I taught the class and I tried some different techniques, we didn't really have a good way to assess the third outcome which was to play with the relationship between coding and reimbursement. We did talk about it in lecture so the students understood the relationship and the importance of linking the two; but I did not have a good tool to assess their comprehension of that topic.

Outcome #1 *

For CPT coding including E & M, the students who attended class got an average score of 94%. I did have one student who only attended about half of the lectures and did not drop but I did not include her scores in the calculation. The students assessment of their success with CPT went from a 25% at the beginning of the course to 67% at the completion of the course.

% of students who successfully achieved the outcome (C or above) * 94%

Outcome #2 *

For ICD-10-CM coding, the students who attended class got an average score of 83%. I did have one student who only attended about half of the lectures and did not drop but I did not include her scores in the calculation. The students assessment of their success with ICD-10 went from a 24% at the beginning of the course to 67% at the completion of the course.

% of students who successfully achieved the outcome (C or above) * 83%

Outcome #3 *

We did not spend much time on the correlation between coding systems and reimbursement but we did have a lecture on the topic – I just did not have a way to assess how well the students grasped the relationship. Using the data I have, everyone achieved this outcome. The students assessment of their success with ICD-10 went from a 27% at the beginning of the course to 79% at the completion of the course; so the students themselves seemed to make the connection even though there was no exact tool to measure if their perception was correct.

% of students who successfully achieved the outcome (C or above) * 100

ANALYSIS

3. What contributed to student success and/or lack of success? *

It was a fun class and I think the students just enjoyed the process of looking up codes and making sense of how physicians are reimbursed. We did not use a textbook because the one used in the past what only utilized minimally because it is only a 2 credit class so I just used handouts for background. I think no textbook, made the class less

"intimidating" and so more fun. They were allowed to do in class assignments where they got instant feedback on how they were doing and I think that helped build their confidence for the at-home work.

4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Consider comparing your students' perception of their end-of-term understanding/mastery of the three outcomes (found in student evaluations) to your assessment (above) of student achievement of the three outcomes. *

Coding is a very exact science and in my experience employees (and students) either love it or hate it. I think their self assessments represented well this dichotomy. The students who liked coding rated themselves much higher and those that didn't much lower. On the surveys, I had no one in the good category at the end of the class so the "haters" of coding gave themselves a fair rating and the "lovers" gave themselves very good or excellent rating.

5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A)? *

This was my first time teaching it and the first time we taught it without a textbook. The student comments were very favorable about no textbook.

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

I would give more depth to the powerpoint presentation and the handout – I do think we do not need a textbook but more work on the relationship between coding and reimbursement could be enhanced in the final lecture. I would also change the in-class work and homework to have the concept challenging work in class and the "putting it all together" work as homework.

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

No resources are needed but I do plan to look to see if there open access information that could be added to the class rather than a textbook.

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

Yes, I think the class format is good and were correct tools to assess learning.

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

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