

**DEPARTMENT REPORT
OF
PROGRAM LEARNING OUTCOMES ASSESSMENT**

Department: Medical Assistant Technology

Program (Degree): Medical Assistant Technology (MAS)

Type of Degree: X AAS AA AS ATS AIS

Chairperson: Jennifer Barr Date: 2/3/03

Person(s) Interviewed: Jennifer Barr

- I. **Program Curriculum:** A description of the basis for the program curriculum (i.e., how it is derived and validated). Include accreditation organizations, advisory committees or external groups that influence curriculum. Describe curriculum review activities including the review of course master syllabi*.

No changes in the Medical Assistant Technology (MAS) learning outcomes have been made during the past year.

The Medical Assistant Technology Department (MAS) is accredited by the American Association of Medical Assistants (AAMA). The last accreditation was granted in 1997 for seven years. The MAS program learning outcomes have been developed in part from the "Essentials" established by the AAMA.

An articulation agreement has been developed between the MAS department and Kettering College of Medical Arts as well as Eastern Kentucky University which allows Sinclair Community College students to receive a bachelor's degree in health care administration.

* Note: Every department is required to review Master Syllabi and Program Learning Outcomes a minimum of every two years.

II. Program Learning Outcomes: A description of what you intend for students to know (cognitive), think/feel (affective), or do (psychomotor), when they have completed your degree program. A suggested manageable number of outcomes should be in the range of five to ten. Describe Program Learning Outcomes review activities*.

An entry-level graduate with an Associate of Applied Science Degree in Medical Assistant Technology from Sinclair Community College will be able to:

Learning Outcomes	Related Courses
1. Demonstrate the ability to competently perform all clinical duties associated with assisting a physician in the diagnosis and treatment of patients in an ambulatory care setting.	MAS 104, 106, 201, 203, 204, 205, 206, 207, 208; BIO 107, ALH 106, 130, 142, 201; HIM 121, 122; RAT 104
2. Identify, evaluate and appropriately apply principles of office management and demonstrate competence in performing administrative clerical duties and managing medical practice finances.	MAS 101, 102, 105, 202, 203, 204, 205; HIM 121, 122, 132, 260, 261; BIS 202; ENG 131, 132; BIS M41, M51, M61, M62
3. Demonstrate proficiency in computer operations and applications relative to patient care and the management of a medical office.	MAS 102, 202, 204, 205; BIS 220; BIS M41, M51, M61, M62; ALH 104
4. Describe/apply principles of effective oral and written communication skills with patients, their families, and other health care providers.	MAS 101, 103, 201, 203, 204, 205, 206, 208; COM 206; ENG 131, 132; HIM 132, 260, 261; ALH 104
5. Demonstrate professional behaviors and attitudes consistent with the delivery of safe, ethical, legal, and compassionate patient care.	All MAS Courses
6. Successfully meet the eligibility criteria to apply for the national certification process through the American Association of Medical Assistants.	All MAS Courses

III. **Assessment Method(s)**: A measurable indicator of success in attaining the stated learning outcome(s). The methodology should be both reliable and valid. Please describe in detail.

- a. Formative Assessment Method(s) and Description: a measurable indicator of student in-progress success in attaining the stated learning outcome(s).

The MAS department has integrated the use of the Learning and Study Strategy Inventories (LASSI) into the first quarter of students' work. This ensures from the beginning a knowledgeable approach to student learning. In addition, all MAS majors have a formative assessment administered at the conclusion of the third quarter of the program and every quarter thereafter. Each faculty member administers an assessment of each student's professional behavior skills in each MAS class. The results of each student's assessment is transferred to a summary report form and the faculty advisor schedules an individual counseling session to review with the student the assessments compiled from all the MAS classes each quarter. If a student achieves a score of below 7 (departmental rating scale) the faculty member from the class in question must make specific comments with regard to the student's performance. Any comments made by faculty members are transferred to the summary report for further discussion with the faculty advisor. The student is free to make comments to be included on the summary form. These forms are departmentally developed. The summary form for each student from the classroom work is then compared with the directed practice externship assessment results.

All MAS majors are required to enroll in three directed practice courses during the second year of the program: MAS 203 - Directed Practice I, two credit hours; MAS 204 - Directed Practice II, three credit hours; MAS 205 - Directed Practice III, five credit hours. MAS 203 emphasizes observation techniques while MAS 204 and 205 emphasize hands-on application activities in which students must complete clinical and administrative objectives. Students must achieve an 85% or better mastery level on clinical skills and an 80% or higher mastery level on administrative skills. The mastery level achieved of clinical and administrative objectives is obtained from both the coursework as well as the directed practice experiences.

- b. Summative Assessment Method(s) and Description: a measurable indicator of end-of-program success in attaining the stated program learning outcome(s).

All MAS majors are required to enroll in MAS 208, Seminar, a two-credit-hour class. Means of assessing student performance are two mock certification examinations and a practical examination. The mock certification examinations are designed to be identical to the National Certification Examination. The practical examination assesses skills such as injections, venipuncture, and other clinical skills. Students must acquire an 85% or higher mastery level to pass. If a student fails, he/she may repeat the practical examination twice.

MAS majors are also required to enroll in BIS 220, Computerized Office Procedures, a four-credit-hour course. The students conduct a complete medical office simulation on the computer which includes scheduling patients, accounting, billing, etc. Mastery level must be 80% or higher.

The National Certification Examination is also used as a summative form of assessment. Students take the examination during June of each year. SCC has recently been approved as a site to conduct the examination. Students must achieve a 70% or higher mastery level to become certified.

Graduate and employer feedback through surveys is used for summative assessment. Both surveys are departmentally developed and administered. These surveys are mailed out annually during the summer and results are compiled by the department chairperson and shared with faculty, advisory committee members and the AAMA.

IV. Results: A description of the actual results of overall student performance gathered from the summative assessment(s). (see II.b.)

Since the program was accredited in 1993 there has been a 100% pass rate on the National Certification Examination with a total of 139 students.

It was noted by faculty that some students exhibited deficiencies in some professional behavioral skills both in the classroom and in directed practice. This led to the development of the professional assessment process as described above in the formative assessment method section.

Employers note that the performance level of graduates is outstanding and they are highly competitive in the workplace.

Graduates reaffirm the importance of the directed practice and its significance to the workplace.

- V. **Analysis/Actions:** From analysis of your summative assessment results, do you plan to or have you made any adjustments to your program learning outcomes, methodologies, curriculum, etc.? If yes, describe. If no, explain.

The amount of hands-on activities has been increased in the classroom with less emphasis on lecturing as a result of feedback from students and employers.

The behavioral assessment procedure was developed as a result of the faculty identifying student deficiencies in professional behavioral skills in coursework as well as in directed practice.

- VI. **General Education:** A description of where and how within the major the three primary general education outcomes* (communication, thinking, values/citizenship/community) are assessed.

- a. Where within the major do you assess written communication? Describe the assessment method(s) used. Describe assessment results if available.

The writing checklist developed by the General Education Writing Skills Evaluation Checklist Team is used for assessing all writing assignments in the MAS courses. Each MAS course contains at least one writing assignment. Student writing by end of program is generally satisfactory.

- b. Where within the major do you assess oral communication? Describe the assessment method(s) used. Describe assessment results if available.

The oral communication checklist is used for assessing presentations in MAS 101, 102, 103, & 208. Student presentations are assessed through in-class, directed practice and service learning contexts. Students are able to deliver organized, informative presentations by program end. Interpersonal skills are assessed through case study and directed practice experiences, as well as, in-class simulations.

- c. Where within the major do you assess thinking? Thinking might include inventing new problems, seeing relationships and/or implications, respecting other approaches, demonstrating clarity and/or integrity, or recognizing assumptions. Describe the assessment method(s) used. Describe assessment results if available.

Critical thinking skills are an essential part of the MAS program and are, therefore, assessed using departmental criteria throughout the program.

- d. Where within the major do you assess values/citizenship/community? These activities might include behaviors, perspective, awareness, responsibility, teamwork, ethical/professional standards, service learning or community participation. Describe the assessment method(s) used. Describe assessment results if available.

Teamwork, ethical and professional standards, and community awareness and involvement are important elements of the MAS program. Students become aware of ethical and professional standards in their orientation to the program. Assessment of ethical and professional standards is conducted in MAS 103. Service learning is required through the directed practices (MAS 203-205) during which time students are intentionally exposed to a broad base of patients. In addition, students present basic hand washing practices, first-aid and safety to preschoolers and first-grade students.

To further address issues of values/citizenship/community, the program added in Fall 2001 a Service Outreach component, requiring students spend five hours each quarter at an area(s) of their choice (House of Bread, Montgomery County Disability Services, etc). The hours spent are documented, and students write a paper relating to their experiences. This component has proven to be effective in relaying to students the value of volunteering.

VII. Recommendations/Comments:

Issues related to assessment that might be addressed in the future include integrating English and math into courses and utilizing cross-instructional teams.