Assessment Report:
Program Level

The University of Arkansas – Pulaski Technical College calls for each program (AS, AA, AAS, CP, and TC) to have an assessment plan for each academic year that includes the following:

- Program learning outcomes
- Procedures for assessing the achievement of student learning
- Procedures for analyzing and interpreting assessment results for the continuous improvement of the program.
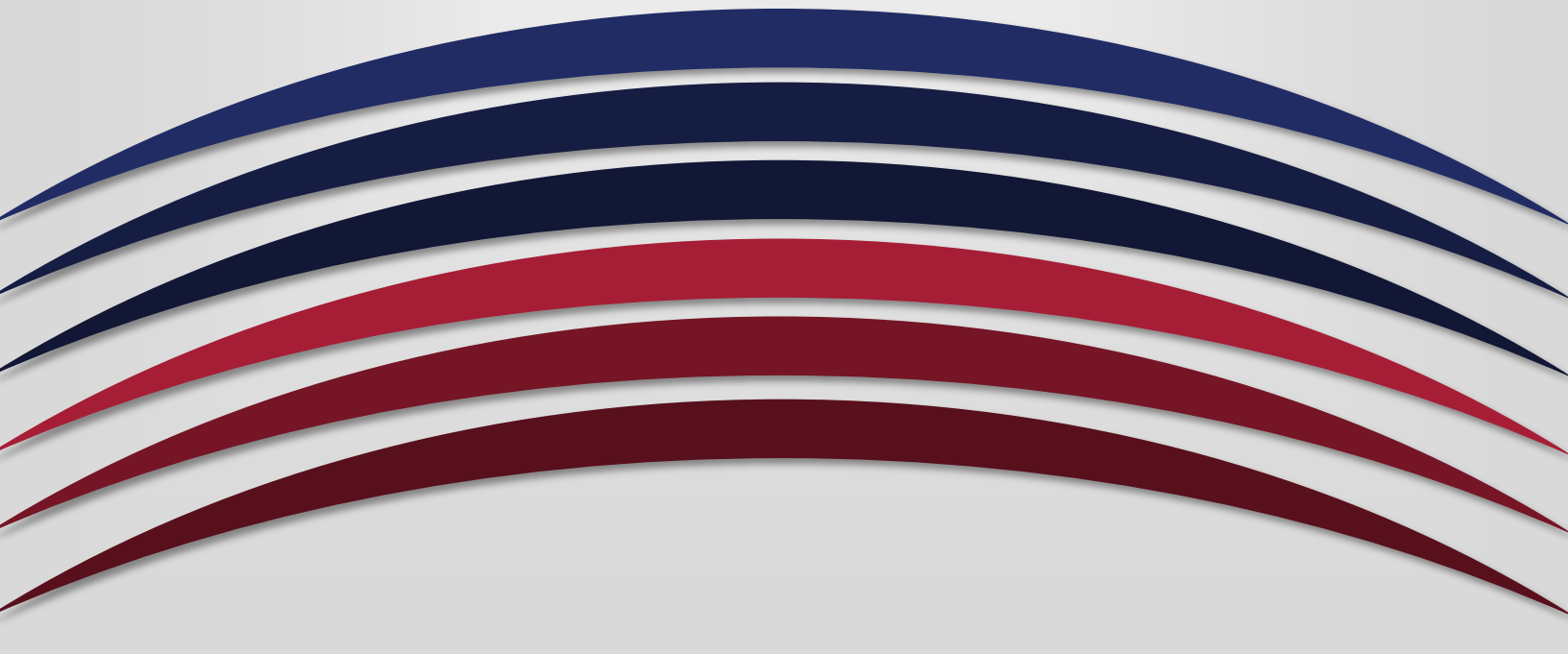
A primary goal for each instructional department's assessment is to include at least one direct measure of student learning, which is accomplished usually through the use of locally developed tests, student portfolios, capstone assessment measures, embedded assignments, or through licensure exams and standardized national tests. In addition to direct measures, most areas may also use indirect methods to assess student achievement. Graduation rates and graduation and employer surveys are frequently used as indirect indicators of student achievement.

This form presents template of questions that must, at minimum, be addressed by instructional departments when filing an assessment plan. While an electronic version of this form will be made available, instructional departments may include additional information not specifically addressed in this form as long as the template questions are addressed.

Other Assessment Considerations:

o The College expects programs/departments/divisions to make curriculum changes and budget requests based in part upon assessment findings. Assessment of student learning should be a catalyst for quality instruction and improvement across the college community.

o All programs will be asked to submit an annual assessment report to the Assessment Committee by October 10 of each year. (If October 10 falls on a weekend, please submit reports on the following Monday.)

o For technical and occupational programs, please consider the role of your advisory committee in your student learning objectives.

This form must be completed by October 10 of each academic year. Complete each part of this form. Please follow highlighted instructions.

Part A: Identification and Student Learning Outcomes

1. Name of program: _Medical Office Technology-TC_

2. Name of individual compiling report: _April Hearne_

3. Date of submission: _01/10/2021_

4. Academic year: _2019-2020_

5. Is the assessment plan (*Check or highlight one*)

☐ an initial plan for the program   ☐ a revision of an old plan   ☐ unaltered from previous year

6. Provide a mission statement of the program to include a description of the jobs/careers for which students are being prepared. Also, list the learning outcomes for your program.

1. Demonstrate ethical conduct in the healthcare environment
2. Demonstrate ability to establish and maintain successful patient relations
3. Demonstrate knowledge and skills in work organization
4. Demonstrate relevant knowledge of computer concepts and applicable software including spreadsheets and make effective presentations.
5. Demonstrate ability to utilize a medical office filing system.
6. Demonstrate ability to operate electronic computing and patient scheduling systems in an outpatient facility.
7. Demonstrate a basic understanding of medical terminology, human anatomy and disease processes as relevant to medical transcription and diagnosis/CPT coding in an outpatient facility.
8. Demonstrate a basic ability to utilize diagnosis and CPT coding manuals to code patient diagnoses and procedures in an outpatient facility.
9. Demonstrate ability to correctly edit transcribed patient medical records in an outpatient facility.
10. Clearly express ideas, information and concepts in various modes and media, including the proper use appropriate technology.

7. How does your assessment report connect to institutional learning outcomes?

To help with mapping your assessment data to the school's overall institutional outcomes, please check the boxes for the institutional outcomes directly associated with the assessment data presented in this report. For details on each outcome, see Appendix A.

X ILO #1 – Information Literacy

X ILO #2 – Technology Literacy

☐ ILO #3 - Communication

☐ ILO #4 – Critical Thinking

☐ ILO #5 – Quantitative Reasoning

☐ ILO #6 – Cultural Awareness

☐ ILO #7 – Professionalism

Part B: Assessment Methods and Data Sources

In this section of the assessment plan, learning outcomes for the program will be defined. Also, assessment methods and data sources for each outcome must be defined. Follow the instructions below to define and relate the program learning outcomes.

1. Complete the chart below or attach documentation of the assessment process that includes the data included below.

   Courses being assessed within this Program this academic year: Keyboarding II, Business Communications, and Administrative Office Practices. See CLO reports in Appendix's A-C.

   **Not all PLO's are being assessed this year. This program is in a transition and being altered to better fit within the Health and Information Technology Program. MET courses are being removed and replaced with HIMT courses that are better aligned for this program.

2. Also discuss any additional data sources that may be used to gauge success (e.g. charts, graphs, surveys, rates).
   See Appendices.

3. Complete the chart below or attach documentation of the assessment results that includes the data included below. Results should include total number of students assessed, the distribution of scores, relevant and detailed interpretation, student strengths and weaknesses, and whether the target was met.

   See Appendices

4. Describe your use of results, including planned improvements to the program and/or any follow-up studies that confirmed that changes have improved student learning.
   This program is in a transition stage and is currently being moved and improved to join with the Health and Information Technology Program. Former MET courses are being removed and replaced with HIMT courses.

5. What specific changes were implemented this year based on last year's results?
   Adopting more HIMT courses.

6. What specific budgetary resources are needed for your program based on your assessment results?
   No additional budgetary resources are needed.

7. Please write any additional information here that you think is pertinent to the assessment process for your program that assists stakeholders (i.e. administrators and standing committees) in understanding your report.

In 2018-2019 we began the process of fully updating this program to align better within the realms of Health and Information Technology and therefore help our students be more hireable in the workforce. Initially we adopted courses that were identical or similar. For example: in the first year, we adopted the course "Medical Terminology" from HIMT rather than continue with the MET one. This allowed us to begin to align the 2 programs and get rid of overlapping courses.

After removing overlapping courses, we began overhauling the program to better align it within the industry, in 2019-2020 academic year. Business and Office support courses are being assessed within this academic year with HIMT specific courses starting to be formally assessed in this program starting in 2020-2021.

Appendix A – UA-PTC's Institutional Learning Outcomes

1. Analyze information from credible sources. (Information Literacy)

This may include the ability to:

- Locate relevant information
- Evaluate the quality and usefulness of the information
- Synthesize the information.
- Communicate the information in an ethical manner consistent with the standards of the field or program of study.

2. Appropriately apply a variety of technology tools within one's discipline. (Technology Literacy)

This may include the ability to:

- Acquire information,
- Solve real-world problems,
- Communicate, and/or
- Perform tasks and processes.

3. Communicate effectively with diverse audiences in multiple contexts. (Communication)

This may include the ability to:

- Develop, organize, and present orally well-supported and ideas formally and informally with consideration of community and context.
- Develop, organize, and present in written format well-supported ideas formally and informally with consideration of community and context.
- Clearly express ideas, information, and concepts in various modes and media, including the proper use of appropriate technology.
- Select and utilize means of communication appropriate for a variety of professional, civic, and social circumstances, environments, and communities.
- Consider diverse communities in multiple contexts.

4. Apply critical thinking skills to achieve a desired goal. (Critical Thinking)

This may include the ability to:

- Apply appropriate methods to solve problems or address issues.
- Use evidence to justify conclusions.

5. Use quantitative methods to solve problems. (Quantitative Reasoning)

This may include the ability to:

- Analyze and interpret quantitative information.
- Apply quantitative concepts and skills to solve real world problems.

6. Demonstrate awareness of cultural differences. (Cultural Awareness)

This may include the ability to:

- Explain how similar actions can be understood differently depending on cultural context.
- Evaluate the impact of culture on individuals and groups.

7. Demonstrate career readiness skills. (Professionalism)

This may include the ability to:

- Demonstrate personal accountability.
- Meet commitments.
- Demonstrate ethical behavior.

Appendix B

BUS 1253 Keyboarding II CLO Report

1. **Which CLOs were addressed for this academic year? (2019-2020)**

   - Improve speed and accuracy during various performance assessments.
   - Format business documents including interoffice memos, e-mails/attachments, block style business letters, and envelopes

2. **Which CLOs are being addressed in your assessment plan next academic year? (2020-2021)**

   - Create tables, including merging cells, borders, and ruled tables.
   - Format business documents including resumes, letters of application, follow-up letters and an Integrated Employment Project.

3. **Explain the assessment cycle.**

   Keyboarding II is only taught in the Spring semester

4. **What are the assessment methods? Are they direct or indirect?**

   Pre-Post Testing – Direct – For Speed and Accuracy Timed Writing

   At the beginning of the semester, I give a 5-minute timed writing and at the end of the semester I give the same 5-minute timed writing and then compare and contrast the results. I require 3 errors or less in the 5-minute timed writing.

   Direct – Composition

   The student will correctly format a rough-draft, Business letter in Block Style. Identify and apply proofreaders' marks and successfully complete a progress and proofreading check with zero errors.

5. What are the assessment goal(s)?

- Individual student improvement in both speed and accuracy through the use correct typing techniques.

(speed and accuracy) Students will demonstrate an acceptable level of keyboarding skills of 40 or more wpm minimizing errors to no more than five errors in a 5-minute timed writing.

A= 40+ wpm
B = 35-39
C = 30-34
D = 25-29
F = 24 or below

(Correct typing techniques) Objective 1: Students will demonstrate eyes on copy, correct fingering, good techniques, and appropriate posture while operating the keyboard.

a. Feet placed appropriately for balance
b. Center body to the 'H" key with elbows at sides.
c. Sit up straight
d. Curve fingers over the home row keys.
e. Keep wrists off the keyboard.
f. Keep eyes on printed copy.
g. Key by touch.

The student will recognize, evaluate and correct errors in content and format of business documents including interoffice memos, e-mails/attachments, block style business letters, envelopes; create tables, including merging cells, borders, and ruled tables; resumes, letters of application, follow-up letters and business reports.

Problems with statistics: If the class scored so low that they can only go up, or the class score so high little improvement will be indicated in the post-test scores. It is difficult to improve speed and accuracy in a class that meets for 16 weeks, 2 times a week for an hour and a half each class period. It takes time and practice to increase speed in larger increments.

6. What were the findings for this academic year? (2019-2020)

Type your response here.

As to Speed and Accuracy in Timed Writings:

Spring 2020 - On or about the first day of class, we took a 3-minute timed writing. On the last day of class, the students took the same timed writing for a pre and post assessment.

The classes (BUS 1253 Section 02S) began with 17 students. One student withdrew. Over the period of the semester the average student increased their WPM (Words Per Minute) by 10 WPM each and reduced their errors. All students improved both speed and accuracy.

As to Technique Mastery:

By the end of the class only six students remained in the range of 25-34 WPM – where they would look at the keys some of the time, which is considered Partial Technique Mastery and two students did not improve out of the Minimal Mastery Level (they depended on looking at the keys all the time). Eight students met the criteria for Technique Mastery, they keyed in the range of 35-to faster than 41 WPM and they know the keys and keys correctly by touch.

TECHNIQUE MASTERY LEVEL (Pre-class and Post-class) Record the mastery levels of students in the classroom.				
LEVEL	**MINIMAL MASTERY (L)**	**PARTIAL MASTERY (P)**	**MASTERY (M)**	**TOTAL**
Pre-class Students	3	7	6	16
Post-Class Students	2	6	8	16

Minimal Mastery (L)	The student depends on looking at the keys all the time.
Partial Mastery (P)	The student looks at the keys some of the time.
Mastery (M)	The student knows the key and keys correctly by touch.

As to Proofreading checks and formatting of Business Documents:

By the end of the class 14 students were able to edit business documents including interoffice memos, e-mails/attachments, block style business letters, envelopes; create tables, including merging cells, borders, and ruled tables;

resumes, letters of application, follow-up letters and business reports until they were perfect – no typos and no formatting errors.

7. What is your analysis of the findings?

Improving typing skill takes time and practice. To improve your typing skill by more than 20 words a minute, will take more time than the students get in an hour and a half class that meets two times a week for 16 weeks. There are students that improve more than 10 words per minute, but this is the average. What I am teaching is the correct typing techniques and improving speed by the techniques while improving their accuracy. I ask the students to complete their timed writings with 0 errors from day 1. The students start with a timed writing of 30 wpm goal with 3 errors or less. With each lesson the speed requirement in increased by 2 wpm. Once the students have determined to meet the accuracy requirements and follow the correct typing techniques, the speed will come organically.

As to proof reading checks and formatting of documents – I would like to see a decrease in the amount of time and attempts to produce a correct document with no keystroking or formatting errors. Control of the time, would be based on the speed of the typist, however the number of attempts to correct the document to have 0 errors should be reduced to below 8 attempts.

8. What is the action plan for the next academic year? (2020-2021) Explain.

I wanted to change my SLO/CLO for Keyboarding II for Spring 2021 to the following:

1. Students will demonstrate an acceptable level of keyboarding skills of 40 or more wpm minimizing errors to no more than five errors in a 5-minute timed writing.
    A= 40+ wpm
    B = 35-39
    C = 30-34
    D = 25-29
    F = 24 or below

2. Demonstrate good work habits, acceptable typing technique, and skill in using the computer and printer.

   Objective 1: Students will demonstrate eyes on copy, correct fingering, good techniques, and appropriate posture while operating the keyboard.

   a. Feet placed appropriately for balance
   b. Center body to the 'H" key with elbows at sides.
   c. Sit up straight
   d. Curve fingers over the home row keys.
   e. Keep wrists off the keyboard.
   f. Keep eyes on printed copy.
   g. Key by touch.

3. Recognize, evaluate, and correct errors in content and format of documents.
4. Produce mailable business documents including letters, tables, reports, and memos using Microsoft Word.

NOTE: to be placed in Keyboarding II, the minimum requirement is to type 30-35 words per minute on a timed typing test (C grade range) or satisfactorily complete Keyboarding I with a C or above. Most students do not improve their typing speed more than 10 WP

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Appendix C
BUS 2513-Administrative Office Procedure

1. Which CLOs were addressed for this academic year? (2019-2020)

1. Demonstrate ability to apply basic rules of English grammar, especially spelling, punctuation, capitalization, and sentence construction.

m. Know which software applications are appropriate for the production of common business documents, presentations and spreadsheet creation (e.g. MS Word, MS Publisher, Adobe Acrobat, MS PowerPoint and MS Excel)

o. Demonstrate basic knowledge and proficiency in creating appropriate email and traditional letters with regard to communication and etiquette.

r. Demonstrate a basic knowledge and proficiency in the use of the Internet Type your response here.

2. Which CLOs are being addressed in your assessment plan next academic year? (2020-2021)

a. Understand the various types of communication (written, verbal, nonverbal, interpersonal, group, public) and which is the most effective for different business situations.

j. Demonstrate a basic knowledge and proficiency in creating, preparing, editing, and drafting correspondence, documents, and reports within an organization.

k. Identify and describe the most important steps when editing and proofreading.

l. Demonstrate ability to apply basic rules of English grammar, especially spelling, punctuation, capitalization, and sentence construction.

m. Know which software applications are appropriate for the production of common business documents, presentations and spreadsheet creation (e.g. MS Word, MS Publisher, Adobe Acrobat, MS PowerPoint and MS Excel)

3. Explain the assessment cycle.

Every semester; Spring 2019, Fall 2019; Spring 2020…

4. What are the assessment methods? Are they direct or indirect?

Direct – Performance Based Project – Two assessment activities were chosen for this class. The first activity consisted of a Computer Literacy Test made up of three tasks to show the student's knowledge as to MS Word, MS Excel and to demonstrate a basic knowledge and proficiency in creating, preparing, editing and drafting correspondence and documents within an organization including demonstrating the ability to apply basic rules of English grammar (spelling, punctuation, capitalization and sentence construction).   (Active)

The second assessment activity is a comprehensive final exam.

Criterion/Threshold: Task 1 - Using Microsoft Word, Answer the following question in paragraph form. Your answer should express your thoughts on this topic, be in good grammatical form and be formatted sot that it includes the question followed by the answer.

Question 1: What do you see yourself doing with your Medical Office degree after you graduate from this program? And in five years from now? (Your short term goals)

Place your name (first and last name) centered at the top of the page. Save your document on the computer's desktop or My Documents as first and lastname doc. For example, if I were taking this test my document would be titled: Rebecca Sterling.doc or Rebecca Sterling Docx

Submit the document by attaching your file Task 1 file in this location.

Task 2 -

Using Microsoft Excel, design a spreadsheet for the following "dummy data." The data contains patient names, admit and discharge dates and physician names. The final product should have columns for 4 categories (patient name, admit date, discharge date and physicians name) with a title at the top of each category. Use the Header/Footer line in Excel to place YOUR name (First and Last name) centered at the top of the page. Make sure that the entire spreadsheet is "viewed" or "printed" as the final product so that none of the data falls to another page or is not shown. Set up the page to show "grid lines" when "viewed" or "printed" as the final product. All data names below are entered as first name then last name. Do not enter the year. The data is as follows:

Three patients were admitted on the last day of May, these were: Ann Day, Bobby Jones, and Cindy Smith. Their physician was Roy Flower. Another patient was admitted the next day, Doris Cooper under the care of Dr. Michael Gray. This same day, Ann Day was discharged. On June 3rd, an infant, Trey Butler was admitted to PICU and Ron White was admitted to geriatrics. The physician for the infant was Dr. Gray and Ron White's physician was Linda Rogers. Dr. Rogers also discharged Ms. Smith and Ms. Cooper this same day. On the 5th, a motor vehicle accident injured several people causing the admissions of: Dan Fox, Carla Fox, Mike Fox and Michelle Ledbetter. Dr. Fowler was the ER Physician on duty

this weekend. He also discharged Mr. Jones on Saturday the 6th of this particular weekend. One June 8th, Dr. Rogers discharged Baby Butler and admitted Greg parker, Rhonda Murray and Laura Johnson all who had the flu virus. At this point, you may total the number of patients who are still "in-house" as the number who are still "admitted". The number of discharges for the month is the total you have discharged. These are the only two totals you will need.

Save your document on the computer's desktop or My Documents as first and lastname.doc (or docx) For example, if I were taking the test, my document would be titled: RebeccaSterling.xls

Submit your completed Task 2 spreadsheet in this location.

Task 3 - You will first attach Task 1 document in the attach files of Task 1 and Task 2 document to Task 2 for grading in Blackboard.

Task 3 will be to e-mail the two documents to me (rsterling@uaptc.edu) In order for your e-mail not to get lost in the UAPTC spam filter, place in the subject line of your e-mail: Computer Test - (your lastname) For example, If I were taking the test, my subject time would be SUBJECT: Computer Test - Sterling. Send your two documents to me, Rebecca Sterling, at rsterling@uaptc.edu

You will be notified via email when your email including your two documents are received.

The purpose of Task 3 is to see if the student can email documents with attachments correctly -

5. What are the assessment goal(s)?

The computer literacy test is to determine if the students are ready to move forward to jobs in their fields or continue their education toward an Associate Degree in Health Information Management Technology.

6. What were the findings for this academic year? (2019-2020)

7. Task one and three were worth 50 points and Task 2 was worth 100 points. The students that completed the computer literacy test, did well. The computer literacy test is to determine if the students are ready to move forward to jobs in their fields or continue their education toward an Associate Degree in Health Information Management Technology.

8. What is your analysis of the findings?

Thirteen students of sixteen students completed the Computer Literacy Test. The computer literacy test verifies at the student has the requisite computer skills with word processing, using a spreadsheet and sending e-mail attachments.

Task one and three were worth 50 points and Task 2 was worth 100 points. The students that completed the computer literacy test, did well. The computer literacy test is to determine if the students are ready to move forward to jobs in their fields or continue their education toward an Associate Degree in Health Information Management Technology. Analysis of Results of the thirteen students completing Task 1 - all but 1 student received 50 out of 50 points. In Task 2 - the grades ranged from 80-100 out of 100 points and in Task 3 - all but 1 student received 50 out of 50 points. As to the Computer Literacy Test - all students that completed the three-part test did very well!
# of Traditional Students Assessed 0
# of Traditional Students Who Successfully Completed Assessment 0
# of Online Students Assessed 13
# of Online Students Who Successfully Completed Assessment 13
# of Hybrid Students Assessed 0
# of Hybrid Students Who Successfully Completed Assessment 0
# of Concurrent Students Assessed 0
# of Concurrent Students Who Successfully Completed Assessment 0

On the comprehensive final exam, 14 out of 16 students completed the exam. The high score was 98, the low score was 66 and the median score was 77.35 for the final exam consisted of 100 questions worth 2 points each covering 14 chapters.

9. What is the action plan for the next academic year? (2020-2021) Explain.

The instructor will emphasize the need for the students to complete the Computer Literacy Test as it is just one of the precursors to the student getting accepted into the AAS in Health Information Technology program from the TC in Medical Office Technology.

The instructor added a detailed group project that includes a Written Communications component to the 2019-2020 plan and also included the comprehensive final exam.

Detailed Group Project

You will use the tools such as collaborate, discussion board and file exchange in Blackboard.

Before March 6, 2010 at 11:30 p.m., you will:

Elect co-chairs or co-leaders (This is in the event your one of your leaders goes AWOL and you need a co-leader to step up and be able to submit the group project) If your leader goes AWOL (Absent without leave or letting anyone else in the group be aware that they cannot fulfill their position, please contact me immediately!) AWOL is unacceptable.....

Complete a Teamwork Contract and all members will sign contract and submit one individually in the drop box - this can be individually signed or collectively signed but it will need to be worded the same. I have provided a Teamwork Contract information sheet. The contract must be posted in the discussion area and it will need to have the following items included:

Meetings and communication

- Times and places for in person meetings.
- Frequency of checks to Blackboard discussion area.
- Rules and procedures during face-to-face meetings.
- Who will summarize decisions, when will he/she post them in the discussion area.

Work and deadlines

- How will the group come to agreement on a topic (what research are members expected to do before you meet / go online to discuss the topic)?
- When will you make a final decision on a topic?
- Who will write the first draft of and who will first edit each component? Deadlines.
- Who will collate the whole submission and then circulate it for the group to comment on? Deadline.
- Who will prepare and submit the final submission? Deadline.

Penalties.

- What happens if members don't meet agreed-to deadlines?
- What happens if members do not contribute / come to meetings?

Each week prior to the deadline I want you (individually) to complete the Teamwork Checklist and make comments and submit in the drop box. You will be reflecting on your performance in the group; you will answer the questions regarding the rest of the group and discuss with your whole group where you think the problems are arising. Make comments in the box as to what are the problems and how you are going to overcome them. I should receive 3 separate checklists from each student. Teamwork checklists will be due on the following dates: March 6; March 13 and March 20 by 11:30 p.m.

Once you have completed your project, (please submit by March 20, 2020) one of the co-leaders will drop the final project in the project drop box for instructor grading. The other co-leader will check with the instructor to make sure that the project has been submitted by March 20, 2020 contact instructor at rsterling@uaptc.edu

Submit your teamwork -assessment rubric - one for each team member -(instructions are on the drop box) - you have multiple attempts for multiple pages.

Points for this teamwork project:

20 points - teamwork checklist (per person) - need to submit 3 (March 6; March 13, March 20)

20 points - teamwork contract (per person) completed and signed deadline of March 6.

20 points - for Team member assessment rubric (need to submit 1 each per member of team)

40 points - these are the points you receive from your team members on their assessment of your work on the team

50 points - these are the points you receive from your instructor on your overall team project

Appendix D

BUS 2243 Business Communications

Which CLOs were addressed for this academic year? (2019-2020)

- Demonstrate an understanding of the employment search process and generate effective employment documents.

Which CLOs are being addressed in your assessment plan next academic year? (2020-2021)

- Demonstrate an understanding of the communication process.

- ## Explain the assessment cycle.
  We assess all of the course learning outcomes each semester in some form or fashion but focus on one or two each semester and formally collect the data. We assess the same activities for at least 2 semesters in a row to be able to compare the data.

- ## What are the assessment methods? Are they direct or indirect?
  The assessment method we used for the academic year 2019 – 2020 is Writing a Resume.--Direct

- ## What are the assessment goal(s)?
  To demonstrate an understanding of the employment search process and generate effective employment documents. Students will create/write a resume that follows up-to-date guidelines (including proper grammar and usage). Our goal is to make sure that the scores continue to rise and that students are more

competent with the employment search process and generating effective employment documents.

- ## What were the findings for this academic year? (2019-2020)

  34 out of 47 students succeeded with a 70% or better.

  72% of the students made a 70% or above which results in 72% of students scoring an overall Competent or Proficient in accordance with the Rubric Standards.

- ## What is your analysis of the findings?

  The majority of the students had a good grasp on writing a resume—which is the key component of generating effective employment documents. The overall success rates were higher in the Fall of 2019 than in the Spring of 2020. The big contributing factor was that there were no on-campus class offered in the Spring of 2020, and the latest data shows us that students tend to have better resume scores when they take the class on campus versus online.

   F 19 On-Campus average score: 94%

   F 19 Online average score: 83%

   S 20 Online average score: 73%

- ## What is the action plan for the next academic year? (2020-2021) Explain.

  We will introduce the concept of writing resumes earlier in the semester by working through that chapter earlier than normal and having them do smaller activities, working up to their final Resume submission. We will peer evaluate resumes both on campus and online. We will provide an ample amount of resume writing resources to our students. We will also give them the opportunity to go to the instructor with their resume before the due date so the instructor can give constructive feedback on any changes that need to be made in order to have the most efficient and effective resume possible.