

**Course Assessment Report**  
**Washtenaw Community College**

Discipline	Course Number	Title
Medical Billing and Coding	224	MBC 224 06/04/2019-Medical Insurance and Reimbursement
Division	Department	Faculty Preparer
Health Sciences	Health Science	Kiela Samuels
Date of Last Filed Assessment Report		

**I. Review previous assessment reports submitted for this course and provide the following information.**

1. Was this course previously assessed and if so, when?

Yes

This course was assessed in 2008 (BOS224), so the data of this report was outdated and not helpful.

2. Briefly describe the results of previous assessment report(s).

N/A

3. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

N/A

**II. Assessment Results per Student Learning Outcome**

Outcome 1: Identify diagnoses and procedures from source documents (medical charts, encounter forms, provider notes).

- Assessment Plan
  - Assessment Tool: Exam
  - Assessment Date: Winter 2016
  - Course section(s)/other population: All sections
  - Number students to be assessed: All students
  - How the assessment will be scored: Answer key

- Standard of success to be used for this assessment: 75% of students will score 75% or higher.
  - Who will score and analyze the data: Departmental Faculty
1. Indicate the Semester(s) and year(s) assessment data were collected for this report.
- |                             |                               |                              |
|-----------------------------|-------------------------------|------------------------------|
| Fall (indicate years below) | Winter (indicate years below) | SP/SU (indicate years below) |
| 2017, 2016                  | 2017, 2018                    |                              |
2. Provide assessment sample size data in the table below.
- | # of students enrolled | # of students assessed |
|------------------------|------------------------|
| 72                     | 64                     |
3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.
- Students did not complete the course.
4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.
- All courses are face to face, and assessments were done on all sections taught.
5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.
- Med Track Assignment software responses in Blackboard were used to assess the outcomes. A part-time faculty member who taught this course identified activities that correlate to each outcome. Specific exam questions were not available for assessment.
6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

The standard of success (75% of students will score 75% or higher) was applied to each activity that correlated with each outcome. All students were able to identify diagnoses using a Medicare abdominal pain case study.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students were able to identify diagnosis and procedure codes from the medicare medtrack for abdominal pain case study.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

We plan to continue using current teaching methods for this outcome.

Outcome 2: Recognize types of medical insurance and identify characteristics that differentiate them from one another.

- Assessment Plan
  - Assessment Tool: Exam
  - Assessment Date: Winter 2016
  - Course section(s)/other population: All sections
  - Number students to be assessed: All students
  - How the assessment will be scored: Exam answer key
  - Standard of success to be used for this assessment: 75% of students will score 75% or higher.
  - Who will score and analyze the data: Departmental Faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2017, 2016	2018, 2017	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
72	64

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Eight students did not complete the course.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All courses are face to face, and assessments were done on all sections taught.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

We determined that the Med Track software was a better assessment tool than the proposed exam Med Track Assignment software responses in Blackboard were used to assess the outcomes as it provided meaningful and usable data. A part-time faculty member who taught this course identified activities that correlate to each outcome. Specific exam questions were not available for assessment.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Students were able to recognize types of medical insurances by assignments using BCBS (private pay) and Medicare (federally funded). The standard of success (75% of students will score 75% or higher) was applied to activities that correlated with this outcome. For the medicare related questions, 85% of the students scored 75% or higher. For the BCBS related questions, 90% of the students scored 75% or higher.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Aspects of private insurances like BCBS is a strength for students.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Some students missed a few more questions related to Medicare characteristics. We recommend giving students more practice in this area of insurance billing and coding.

Outcome 3: Complete medical insurance claim forms for third-party payers.

- Assessment Plan

- Assessment Tool: Exam
- Assessment Date: Winter 2016
- Course section(s)/other population: All sections
- Number students to be assessed: All students
- How the assessment will be scored: Answer key
- Standard of success to be used for this assessment: 75% of students will score 75% or higher.
- Who will score and analyze the data: Departmental Faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2017, 2016	2017, 2018	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
72	64

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Eight students did not complete the course.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All courses are face to face, and assessments were done on all sections taught.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

We determined that the Med Track software was a better assessment tool than the proposed exam Med Track Assignment software responses in Blackboard were used to assess the outcomes as it provided meaningful and usable data. A part-time faculty member who taught this course identified activities that correlate to each outcome. Specific exam questions were not available for assessment.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this

learning outcome and indicate whether the standard of success was met for this outcome and tool.

**Met Standard of Success: Yes**

Students were asked to complete assignments using the Medicare universal claim form. Students in the Fall of 2017 were not able to meet the criteria for success. However, looking at the total 64 student, 59 of them (92%) scored 70% or higher.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Most students were able to complete the CMS 1500 form.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Again, students struggled just a little more with medicare-relaated questions. We recommend giving the students additional assignments to practice.

### **III. Course Summary and Intended Changes Based on Assessment Results**

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

The previous report was in 2008 and did not provide useful information.

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

Based on most of the assignments assessed, the course is meeting most outcomes and objectives.

It is important to note some students had difficulty with Medicare billing.

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

This report will be shared with the new faculty member that will be hired to teach and run this course.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	Faculty will decide if they want to change the assessment tool on the master syllabus or write a separate exam for assessment purposes. The permanent faculty member will make these decisions.	As new faculty are hired to teach these courses, they will be able to ascertain which assessment tool will be appropriate.	2020

5. Is there anything that you would like to mention that was not already captured?

6.

### **III. Attached Files**

#### [MBC 224 Assessment Chart](#)

**Faculty/Preparer:** Kiela Samuels **Date:** 06/04/2019  
**Department Chair:** Rene Stark **Date:** 06/05/2019  
**Dean:** Valerie Greaves **Date:** 06/14/2019  
**Assessment Committee Chair:** Shawn Deron **Date:** 10/10/2019

**COURSE ASSESSMENT REPORT****I. Background Information**

## 1. Course assessed:

Course Discipline Code and Number: BOS 224  
 Course Title: MEDICAL OFFICE INSURANCE AND BILLING  
 Division/Department Codes: BCT

## 2. Semester assessment was conducted (check one):

- Fall 20\_\_  
 Winter 200 7\_\_  
 Spring/Summer 20\_\_

## 3. Assessment tool(s) used: check all that apply.

- Portfolio  
 Standardized test  
 Other external certification/licensure exam (specify):  
 Survey  
 Prompt  
 Departmental exam  
 Capstone experience (specify):  
 Other (specify):

## 4. Have these tools been used before?

- Yes  
 No

If yes, have the tools been altered since its last administration? If so, briefly describe changes made.

## 5. Indicate the number of students assessed/total number of students enrolled in the course.

27/28

## 6. Describe how students were selected for the assessment.

All students registered for and enrolled in Section 01 of BOS 224 were assessed.

**II. Results**1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.  
 None

## 2. State each outcome (verbatim) from the master syllabus for the course that was assessed.

- Identify diagnoses and procedures from source documents (medical charts, encounter forms, provider notes).
- Use coding reference books and software to select diagnosis and procedure codes.
- Complete medical insurance claim forms for third-party payers.

3. Briefly describe assessment results based on data collected during the course assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. ***Please attach a summary of the data collected.***

Twenty-six insurance claim forms were examined by the BOS Advisory committee members to determine the extent to which students achieved stated outcomes. Of the 27 reviewed, 26 achieved at an "average" to "Best" level. None of the students achieved below average.

4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. ***Please attach the rubric/scoring guide used for the assessment.***

The standard of success for each of the outcomes was set at 70% achieving the stated outcomes. The percentage achieving success was 96%.

**COURSE ASSESSMENT REPORT**

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

Strengths: Ability to determine correct procedural and diagnosis codes.

Weaknesses: Not having 100% of students achieving at the "best" level of the scoring rubric.

**III. Changes influenced by assessment results**

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses.

Students were very successful, with 96% of them achieving average to best level.

2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.

- a.  Outcomes/Assessments on the Master Syllabus

Change/rationale: Raise level of expected achievement/Based on these students' achievement, future students can be challenged to reach higher levels.

- b.  Objectives/Evaluation on the Master Syllabus

Change/rationale:

- c.  Course pre-requisites on the Master Syllabus

Change/rationale:

- d.  1<sup>st</sup> Day Handouts

Change/rationale:

- e.  Course assignments

Change/rationale:

- f.  Course materials (check all that apply)

Textbook

Handouts

Other:

- g.  Instructional methods

Change/rationale:

- h.  Individual lessons & activities

Change/rationale: Provide more real-world exercises and activities/Students have the ability to perform at higher levels than previously thought.

3. What is the timeline for implementing these actions? Fall 2007

**IV. Future plans**

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.

Tools were 100% effective.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

n/a

3. Which outcomes from the master syllabus have been addressed in this report?

All X Selected \_\_\_\_\_

If "All", provide the report date for the next full review: winter 2008 \_\_\_\_\_.

If "Selected", provide the report date for remaining outcomes: \_\_\_\_\_.

**Submitted by:**

**WASHTENAW COMMUNITY COLLEGE**

**COURSE ASSESSMENT REPORT**

Name: Dosye A. Thompson Dosye A. Thompson Date: 3/27/2007  
Print/Signature

Department Chair: Dosye A. Thompson Dosye A. Thompson Date: 3/27/2007  
Print/Signature

Dean: Fernanay Wilson Date: 4-12-07  
Print/Signature

*logged 4/16/07-sj*

Please return completed form to the Office of Curriculum & Assessment, SC 247.  
Approved by the Assessment Committee 10/10/06