Discipline	Course Number	Title
Medical Billing and Coding	250	MBC 250 04/18/2019- Medical Coding Practicum
Division	Department	Faculty Preparer
Health Sciences	Health Science	Sheryl Krey
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?

    No

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

    3.

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

    5.

II. Assessment Results per Student Learning Outcome

Outcome 1: Perform a variety of hands-on encoding of diseases and procedures from narratives and other sources of information about patient care and treatment.

- Assessment Plan

    o   Assessment Tool: Employer Evaluation/Assessment Review

    o   Assessment Date: Winter 2017

    o   Course section(s)/other population: All Sections

    o   Number students to be assessed: All Students

    o   How the assessment will be scored: Checklist/Employer Summary and Assessment Report

    o   Standard of success to be used for this assessment: 75% of students will earn 75% or higher on employer checklist/review.

o   Who will score and analyze the data: Departmental Faculty and Intern Site Supervisor

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)
		2018, 2017

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

# of students enrolled	# of students assessed
21	21

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.

All students were assessed during this 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.

This was a face to face class and all students were assessed by the course work/assignments and/or internship evaluations.

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

Over the semsters about 2% of the students sought out internship programs for the length of the class. Based on their overall work performance with the company, their performance was evaluated by the supervisor.

The rest of the students followed the Practicode software and were required to show progress with assessments of their own. They showed support and back up while performing specific functions to obtain specific codes.

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

Using Exam Prep Week 3, 100% of the students received 100%. Students had to show that they understood the diseases and procedures and were familiar with the codes that correlate with the names.

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

> Students had a great understanding of the codes, deciphering the medical terms and applying the appropriate number that correlated to the specific diagnosis and procedures for both medical billing and coding.

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.

> Students met this level of achievement. It may be helpful to plan a surprise pop quiz to see if the student can remember the codes from memory.

Outcome 2: Apply the principles of disease and procedure classification systems.

- Assessment Plan

    o Assessment Tool: Employer Evaluation/Assessment Review

    o Assessment Date: Winter 2017

    o Course section(s)/other population: All Sections

    o Number students to be assessed: All Students

    o How the assessment will be scored: Checklist/Employer Summary and Assessment Report

    o Standard of success to be used for this assessment: 75% of students will earn 75% or higher on employer checklist/review.

    o Who will score and analyze the data: Departmental Faculty and Intern Site Supervisor

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, 2018

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

# of students enrolled	# of students assessed
21	21

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.

All 21 students were assessed for this 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.

This was a face to face class, using the assignments and internships to assess the grades of the students.

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

The students (2%) in inernships were assessed using the evaluation by their supervisor during the internship. The balancee, using the software, Practicode, were assessed by their outcome of scores. The Exam Preview for Week 10 was used in this assessment. The students had to show their work by using the names of the disease and procedures, bundling codes when necessary, and finding the highest dollar with the most accurate billing and coding allowed. Knowledge of policies and procedures to coding and billing was used.

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

While 21 students were enrolled, 18 students were assessed with 86% or higher. This percentage was from taken from dividing 18 students who had 75% or above into the total number of students. Students had to apply their knowledge and understanding to different scenarios for accurate coding and billing.

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

The majority of the class was successful, as their overall score showed strength in understanding the principles. Where there was a lower score, maybe individual mentoring would be helpful.

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.

Specific classifications may seem to be a downfall for one student or another. Reaching out to individual students with lower performance would be beneficial to the individual. A brief review of the overall principles and how to apply them to coding and billing would help.

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.

   It seems that no changes should be made at this time.

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?

   This course shows that the students are prepared to take their certification exam. Where scores may have been a little lower, results showed that it was on an individual basis and not an overall class issue. One on one assistance, suggested study guide resources and planned structure for the exam would be helpful for individual students.

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

   Currently as this course appears to be structurally sound, if any changes would be made, the suggestions would be provided to the Division Head, prior to any changes being implemented.

4.
   Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Course Assignments	Additional weekly quizzes have recently been added, which assist the student with the real-life scenarios.	Student questions are focused on coding and apply to the upcoming certification exam.	2019

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

   6.

III. Attached Files

[MBC 250 Data](#)

Faculty/Preparer:	Sheryl Krey	**Date:** 04/25/2019
Department Chair:	Rene Stark	**Date:** 04/26/2019
Dean:	Valerie Greaves	**Date:** 05/03/2019
Assessment Committee Chair:	Shawn Deron	**Date:** 06/25/2019