**Assessment Plan**

**for Workforce and FOS Programs**

**Program/Track Name: Medical Assisting Advanced Practice**

**Description of Program-Level Learning Outcomes**

Please indicate the Program Learning Outcomes for the degree, degree track, or certificate below:

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| Program-Level Learning Outcomes |
| Program Learning Outcome 1: | Students will calculate proper dosages of medications for administration to patients. |
| Program Learning Outcome 2: | Students will describe and demonstrate the professionalism of an effective healthcare worker. |
| Program Learning Outcome 3: | Students will be able to identify medication errors in various patient scenarios.  |
| Program Learning Outcome 4: | Students will accurately perform a live venipuncture procedure on a classmate.  |
| Program Learning Outcome 5: |  |
| Program Learning Outcome 6: |  |
| Program Learning Outcome 7: |  |
| Program Learning Outcome 8: |  |

**Section I: Technical Courses**

For **all technical courses** in the program, indicate in the table on the following page whether and/or how the course will support the program learning outcomes. You should include courses outside your discipline area and work collaboratively with those disciplines to determine whether and/or how those course(s) will support the program learning outcomes. **Please note** that it is understandable if courses from outside the discipline do not assess the program-level learning outcomes and serve only to introduce, practice and/or emphasize the program outcomes. It is also possible that technical courses outside of your discipline may not directly support the specific program-level learning outcomes you have identified.

***How to complete the program map:***

For each technical course in your program, please indicate whether any program-level learning outcome is introduced to students (I), practiced by students (P), emphasized for students (E), or formally assessed (A).

For example, if course WXYZ 1234 introduces students to one of the program outcomes, then enter “I” for that specific program outcome in the appropriate column. Please note that a course can be “I”, “P”, “E” and/or “A” in any program outcome. The labels in the following table apply SOLELY to the program level learning outcomes defined above. (It is NOT necessary for every course to address a program level learning outcome, and it is NOT necessary that Assessment or program level learning outcomes occur in every course.)

**Program Map ▼**

I=Introduced P=Practiced E=Emphasized A=Assessed

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| Program Courses | Program Learning Outcome 1 | Program Learning Outcome 2 | Program Learning Outcome 3 | Program Learning Outcome 4 | Program Learning Outcome 5 | Program Learning Outcome 6 | Program Learning Outcome 7 | Program Learning Outcome 8 |
| MDCA 1210 |  | I,P,A |  |  |  |  |  |  |
| HPRS 2301 |  |  |  |  |  |  |  |  |
| MDCA 1309 |  |  |  |  |  |  |  |  |
| MDCA 1417 |  |  |  |  |  |  |  |  |
| HPRS 2321 |  |  |  |  |  |  |  |  |
| MDCA 1321 |  |  |  |  |  |  |  |  |
| MDCA 1448 | I,P,A |  | I,P,A |  |  |  |  |  |
| MDCA 1452 |  |  |  | I,P,A |  |  |  |  |
| MDCA 1154 |  |  |  |  |  |  |  |  |
| MDCA 1360 |  |  |  |  |  |  |  |  |
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**Assessment Plan for Program Learning Outcomes**

Review existing assessment methods and current practices for collecting/gathering student data to identify direct (and possibly indirect methods of assessment). Remember that the data will need to be gathered, analyzed, and used to support the program’s continuous improvement processes. **Note:** Because courses from other disciplines already have assessment plans in place, they do not have to be included in this assessment plan. Nonetheless, proposers must work collaboratively with these other disciplines to stay current and up-to-date with the assessment plans in these courses.

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| Program-Level Learning Outcome (e.g. Students will describe the impact of various cultures on American cuisine.) | Assessment Measure(s) and Where Implemented in Curriculum – Description of Instrument(s)/ process(es) used to measure results and indication of where the assessment will be collected in curriculum. (e.g. Essay on Cultural influences on American cuisine in CUIS 1300.) | Targets- Level of Success Expected(e.g. 80% of students score 2.5 or better on rubric for essay on cultures and cuisine.) |
| PLO #1Students will calculate proper dosages of medications for administration to patients. | Students will take an exam with approximately 25 dosage calculation problems based on patient scenarios in MDCA 1448 Pharmacology & Administration of Medications.  | 90% of students will score 90% or better on this assessment on their first attempt. |
| PLO #2 Students will describe and demonstrate the professionalism of an effective healthcare worker. | Students will make a video of themselves interacting with a patient, demonstrating empathy, active listening, and nonverbal communication. They also will demonstrate how they would show respect to various populations with special needs in MDCA 1210 Medical Assistant Interpersonal and Communication Skills. | 90% of students will score 90% or better on this assessment on their first attempt. |
| PLO #3 Students will be able to identify medication errors in various patient scenarios. | Students are provided with ten medication orders that correspond with ten medication stations set up in the lab. Students must compare the physician's order to the medication at each station and determine if there is an error. If so, they must accurately identify the error. Examples may include the wrong med, wrong dose, wrong route, etc. in MDCA 1448 Pharmacology & Administration of Medications.  | 90% of students will score 90% or better on this assessment on their first attempt. |
| PLO #4 Students will accurately perform a live venipuncture procedure on a classmate.  | Students will follow a skills check-off sheet and successfully obtain blood through venipuncture on a live person and or classmate in MDCA 1452 Medical Assistant Lab Procedures. | 90% of students will score 100% on this assessment on their first attempt. |
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**Results:**

**Learning Outcome 1.** Students will calculate proper dosages of medications for administration to patients.

Upon collection of grades for this learning outcome, it was determined that 29% of students were able to earn a grade of 90% or better on the first attempt. Faculty are increasing the number of practice activities during class and lab time. As with any type of math problems, more practice seems to help improve results. All students in the program were able to pass this assignment with at least 80% by their third attempt.

**Learning Outcome 2.** Students will describe and demonstrate the professionalism of an effective healthcare worker.

It was determined that 73% of students were able to earn a grade of 90% or better on their first attempt on this learning outcome. Faculty are increasing the number of role-play activities during this first course in the program in an effort to help students feel more comfortable communicating with patients. This is also the first year that this new course has been part of the program.

**Learning Outcome 3.** Students will be able to identify medication errors in various patient scenarios. MDCA1448

It was determined that 61% of all students were able to earn 90% or better on the first attempt of this learning outcome. Medication errors can present themselves in many ways. Students will continue to practice various medical administration scenarios to help them better identify mediation administration errors. Additional lab activities will be introduced during this course to help increase this outcome. Students will complete peer assessments of each other before re-attempting this skill.

**Learning Outcome 4.** Students will accurately perform a live venipuncture procedure on a classmate. MDCA 1452

It was determined that 97% of all students were able to earn a 90% or better on this learning outcome on the first attempt. To complete the program students must pass this skill with 100% accuracy by the third attempt. The program is currently reviewing a new learning outcome to assess for the following year in place of this one.