**2015-2016 Program Student Learning Outcomes (PSLOs)**

**1. Refer to your curriculum map and biennial assessment plan for outcomes.**

**Note: For 2015-2016, you should assess outcomes that align with communication, critical thinking, and empirical and quantitative skills. In 2016-2017, you should assess outcomes that align with teamwork, personal responsibility, and social responsibility. Any other outcomes can be assessed on biennial rotation of your choosing.**

**2. Report out on highest-level (typically at mastery/capstone level or a high developing level)**

**3. If not yet using Blackboard Assessment, please scan and attach one copy of the assessment instrument/sample of student work with your submission for each outcome (if applicable).**

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| **SIMPLISTIC SAMPLE OF DIRECT AND INDIRECT ASSESSMENT METHODS RELATED TO SAMPLE GOAL:**  **See Page 2 for Actual Template; Template Does Include Key Reminders of What to Include in Response**  **1st Sample: Example of Direct Outcome; 2nd Sample: Example of Indirect Outcome** | | | | | | | |
| **2015-2016 Program Learning Outcome Assessment Collection Sample** | | | | | | | |
| **Goal** Graduates students who demonstrate entry-level skills necessary for performing specific administrative duties for various medical settings. | | | | | | | |
| **Outcome** | **Target** | **Criterion for Success** | **Assessment Measures  and Methods** | **Results** | **Analysis** | **Sharing of Results** | **Action/Improvement** |
| Students will evaluate medical documentation to support medical codes  Direct: Embedded Questions  Indirect: Survey | 80% of all MRMT 8000 (capstone) students | Students will answer 3 out 4 embedded questions that have been mapped to this outcome correctly on the final exam | Committee pre-identified highest level questions that addressed… | 2013: 100 of 200 (50%) of students correctly answered all questions. Results gathered by…  2015: 150 of 200 (75%) of students correctly answered all questions; etc. | Target not met. Students answered information related to topic X better than previous year (only 5 students first answered question #14 correctly and now 100 did); however, topic y…. | At the program meeting on 1/6/15 all MRMT faculty broke into 4 sub-groups and really analyzed the data to identify which questions were missed with the most frequency. As a group we then came up with a strategy to better address topic Y by… | Improvement of Program:  Faculty Committee met on 1/6/15 and redesigned by...  Improvement of Process:  We found our instructors were not all using question of equal difficulty so we… |
| 80% of all students enrolled in 8000 (capstone) course | On a 1-5 likert scale where 1 is “gained no knowledge to prepare me for the workforce” and 5 is “feel confident I am ready for the workforce”, students will respond with a 3 “adequately prepared” or higher on topics related to medical coding | All students given in- class survey on final class day. It was optional and… | 2013: 10 students took the survey which is only .5% of total population., but all 5 (100%) score a 3 or higher. The tests were…  2015: All students took survey 200/200 (100%) score 3 or higher; etc. | Met target in 2015. We strongly encourage teachers to explain the importance and…  …we also saw that Question #4 on coding issue Y was the lowest scoring item (100 people…) | At our 1/6/15 meeting we discussed the results. We are satisfied that the changes we made have positively impacted response rates. As a group we discussed the lowest-scoring item… | Improvement of Program:  Based on 1/6/15 meeting, all faculty will give more emphasis starting with class two to topic y.  Improvement of Process: Paper delivery and more time in class resulted in higher response rates… |

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| **2015-2016 Program Learning Outcome Assessment Collection Template** | | | | | | | |
| **Goal** (Take from Curriculum Map)**:** | | | | | | | |
| **Outcome**  (Take from Curriculum Map) | **Target**  (Target defined by set %, set % increase, etc..  How will you know you were successful?;)  e.g. 70% of all capstone students | **Criterion for Success**  (Acceptable level for performance)  e.g. score a 4 on a rubric scale from 1-6; correctly answer 3 out of 4 questions; etc. | **Assessment Measures  and Methods**  (How? On…)  (Ideal: Includes multiple direct/indirect measures for goals; specific information on committee collection strategies) | **Results**  (Include both #s and %s;  if possible, include comparison to last assessment cycle results)  (Include information on collection of results) | **Analysis**  (Include if target was met and analysis of why or why not) | **Sharing of Results**  (Include how information was shared with faculty, advisory boards, or any applicable parties)  (This part may fit both before and after action/improvement) | **Action/Improvement**  (Include timeline, person responsible, and specific action items; address both improvement of the program and improvement of the process) |
|  |  |  |  | Previous Results:  Current Year Results: |  |  | Improvement of Program:    Improvement of Process: |
|  |  |  |  | Previous Results:  Current Year Results: |  |  | Improvement of Program:    Improvement of Process: |