

Annual Report for Assessment of Outcomes 2012-13

Subject Area Committee Name: Medical Assisting

Contact person: Virginia Chambers

For CTE: Degree or certificate* assessed:

*please attach a table showing the alignment of the degree or certificate outcomes with the College Core Outcomes

Please address the questions below and
send to learningassessment@pcc.edu by **June 21, 2013** with Annual Report in the subject line

Note: Information provided in this report may be inserted into or summarized in Section 2C Program Review Outline.

1. Describe **changes that have been implemented** towards improving students' attainment of outcomes that **resulted from recent outcome assessments**. These may include but are not limited to changes to content, materials, instruction, pedagogy etc. Please be sure to describe the connection between the assessment results and the changes made.

*The Medical Assisting Program utilizes the National Certification Exam results each year as a standard benchmark for program outcomes. The new Center for Medicaid and Medicare federal rule states only **credentialed** Medical Assistants can enter patient information into an Electronic Medical Records system. The new rule will dictate that all of our student will be required to take the National Exam. In previous years Medical Assistants could work in ambulatory care without taking the credentialing exam. Students who have completed our program within the past five years are eligible to sit for the national exam. We plan on paying close attention to the how this may affect our overall passing percentage.*

We have successfully implemented the pilot Venipuncture course for students to gain more experience with phlebotomy skills. Based on last year's assessment we decided the additional course would help the students strengthen their skills; however, it turns out it also created more efficiency in the Medical Lab Technician (MLT 100) course. This ended up being a beneficial byproduct for the MLT instructor and gave the students more time focusing on other laboratory skills due to their first term phlebotomy practice skills. In an email, the lab instructor, Mark Zimmerdahl said the following: "By the way, I was impressed with their phleb skills compared to years past, many were competent the first time I watched them".

Based on last year's assessment we strengthened our Classroom Behavioral Assessments (see appendix 2 for a copy of assessment form) to include a final program assessment for the students to use as a performance evaluation when applying for Medical Assisting jobs. We have found this tool to be useful in measuring how well a student is meeting program outcomes- specifically 1, 4, and 5 (see appendix #1 for all program outcomes).

2. Describe the assessment design (tool and processes) used. Include relevant information about:

- **AAMA National Certification Exam:**

*Each year we review the passing rate and the individual scores of our student graduates. The exam is broken into three areas: General, Administrative, and Clinical. The national exam is a **direct** method of measurement.*

We have added additional tools to strengthen student achievement of program outcomes due to the importance of professional communication within an ambulatory care setting and the value of patient communication we spent the past year focusing on soft skills. These are skills that are not assessed on the national examination. This is in indirect method of assessment.

- **Classroom Behavioral Assessments:**

Individual student Classroom Behavioral Assessments were performed on each student during the program (see appendix # 3 for a copy of the assessment form). Each student also completed a “Self-evaluation” and brought that to their meeting (copy of assessment form attached). We have two cohorts of students; Spring 2012 – Fall 2012 (18 students) and Fall 2012 – Spring 2013 (22 students). All of the students completed three assessments each during the program which translates into 100% participation. The purpose of the meetings is to provide individual feedback to the students; while the students self-reflect on and evaluate their own performance. Originally these meetings were designed to provide a platform for mentoring, encouragement and to address issues or concerns in the area of soft skills and professionalism. We have discovered the additional value of providing students with a written summary of their overall classroom behavioral performance at the end of the program – as a “final program assessment” they can use for employment references. Both faculty members (there are only two in our department) meet with each individual student. Faculty reviews the scoring criteria and meets with the students together in order to provide the best possible objective measurement. These meetings were originally designed to be a tool for addressing issues; however, they have transformed into a dialog of feedback and support. The six key components of the Classroom Behavioral Assessment include: Participation, Communication, Team Work, Problem Solving, Attendance and Appropriate Behavior. These six components and their importance in a professional ambulatory care setting are discussed in detail with the students.

We have added additional tools to strengthen student achievement of program outcomes. Due to the importance of professional communication within an ambulatory care setting we have created an event that provides the students with an opportunity to practice their professional communication skills in a “real world” setting; while practicing their clinical skills and critical thinking.

- **Free Community Health Screening Fair:**

We have implemented a bi-annual Community Health Screening event. For the past two years we have hosted the event at the Willow Creek Center in the Summer and the Winter terms. However, this past winter the health screening fair was organized at the Cascade Campus. The thought was to increase the number of participants by hosting the event on a larger campus. During this event the students interacted with volunteers to provide basic services (vision screenings, hearing screenings and blood pressure screenings) and the volunteer was asked to complete a comment card on the student. This comment card consisted of rating the student on three key concepts: Communication, Professionalism and Attitude based on a scale of 1-5 (see appendix #7 for attached card).

Free Community Health Screening Fair – Summer Term at Willow Creek Center:

- 18 students participated (100% of the cohort) – **indirect** method of evaluation.

A Survey was given to the students to evaluate the health fair event and how (if at all) it directly affected their level of confidence with communication and with their clinical skills with only 14 of the 18 students completed (see appendix # 6 for attached spreadsheet). There were 58 comment cards filled out during the health fair by participants, which provided an average of ~3 cards per student. The feedback provided on each of the students was typed up and discussed at their Classroom Behavioral Assessment.

Free Community Health Screening Fair – Winter Term at Cascade Campus:

- 22 students participated (100% of the cohort) – **indirect** method of evaluation.

No survey was provided to the students in regards to their level of confidence. There were

We started collecting pre-graduate surveys from the students prior to completing their one year certificate. The survey was created from our original five program outcomes.

- **Pre-Graduate Surveys (see appendix #5 for a copy of survey):**

Students were asked at the end of their third term to anonymously provide feedback: “Based on your experience during the PCC MA Program, please use the following scale to rate how well you achieved or did not achieve the above Medical Assisting Program Outcomes”. Student instructions for rating or scoring how well the program meets the below outcomes are based on a scale of 1-5. This is an **indirect** method of evaluation.

1. Communicate effectively with persons through the use of verbal & non-verbal skills, written abilities, active listening, and information technologies within classroom environment.
2. Understands the concepts and principles of mathematics and scientific knowledge the relationship with administrative and clinical medical assisting practices.
3. Demonstrates the ability to meet patient's needs as a mature, adaptable person and member of the medical assisting profession.

4. *Think creatively and critically in the identification, analysis, and resolution of problems, issues, truth claims, and ethical issues.*

Spring 2012 – Fall 2012 cohort 11 of the 17 students completed the pre-graduate surveys (65% participation rate) and the Fall 2012 – Spring 2013 cohort 19 of the 22 students completed the pre-graduate surveys (83% participation rate). The Spring 2012 cohort we used Google survey and the students were asked to complete it online; while the Fall 2012 cohort were handed a physical copy of the survey and were given a due date for completion.

3. Provide information about the results (i.e., what did you learn about how well students are meeting the outcomes)?

- ***American Association of Medical Assistants National Certification Exam results:***

1. Outcome	2. Maps to a Core Outcome	3. Assessment Setting / Method	4. Assessment Results (July 1 – Sept 30 th 2012)
(#1) Communicates effectively with persons through the use of verbal & non-verbal skills, written abilities, active listening, and information technologies within ambulatory care setting	Professional Comp. Communication Cultural Awareness	CMA National Certification Exam (disaggregated results include: general, administrative and clinical; reviewed by SAC for trends)	AAMA results are as follows: (July 1 – Sept 30 th 2012) there were 12 graduates who took and passed the National Medical Assisting certification exam. Our graduates ranked in the 96 th percentile nationally during this period. All students passed each proficiency with an 80% or better.
(#2) Integrates the principles of mathematics and scientific knowledge with administrative and clinical medical assisting practice	Professional Comp. Critical Thinking	CMA National Certification Exam (disaggregated results include: general, administrative and clinical; reviewed by SAC for trends) Module Proficiency Assessments (Students must pass these to pass each course. SAC reviews these annually and adjusts program according to results.)	AAMA results are as follows: (July 1 – Sept 30 th 2012) there were 12 graduates who took and passed the National Medical Assisting certification exam. Our graduates ranked in the 96 th percentile nationally during this period. All students passed each proficiency with an 80% or better.
(#3) Demonstrates the ability to meet personal needs as a mature, adaptable person and	Professional Comp.	Module Proficiency Assessments (Students must pass these to pass	AAMA results are as follows: (July 1 – Sept 30 th 2012) there were 12 graduates who took and

member of the medical assisting profession	Communication Self-Reflection	each course. SAC reviews these annually and adjusts program according to results.)	passed the National Medical Assisting certification exam. Our graduates ranked in the 96 th percentile nationally during this period. All students passed each proficiency with an 80% or better.
(#4) Thinks creatively and critically in the identification, analysis, and resolution of problems, issues, truth claims, and ethical issues	Professional Comp. Critical Thinking Community and Environmental Resp.	CMA National Certification Exam (disaggregated results include: general, administrative and clinical; reviewed by SAC for trends) Module Proficiency Assessments (Students must pass these to pass each course. SAC reviews these annually and adjusts program according to results.)	AAMA results are as follows: (July 1 – Sept 30 th 2012) there were 12 graduates who took and passed the National Medical Assisting certification exam. Our graduates ranked in the 96 th percentile nationally during this period. All students passed each proficiency with an 80% or better.
(#5)Commits to practice medical assisting within the standards and guidelines of medical assisting program of program accreditation and medical assistant certification standards	Professional Comp.	CMA National Certification Exam (disaggregated results include: general, administrative and clinical; reviewed by SAC for trends) Module Proficiency Assessments (Students must pass these to pass each course. SAC reviews these annually and adjusts program according to results.)	AAMA results are as follows: (July 1 – Sept 30 th 2012) there were 12 graduates who took and passed the National Medical Assisting certification exam. Our graduates ranked in the 96 th percentile nationally during this period. All students passed each proficiency with a 80% or better.

According to the information provided form the AAMA National Exam results, our students continue to meet the necessary benchmarks. We will continue to work on and improve our program outcomes, data collection techniques and our curriculum. During this quarterly report only 12 students took the exam and all 12 passed within the 96 percentile.

- **Classroom Behavioral Assessments Results:**

We believe that the Classroom Behavioral Assessments and the end of program evaluations are helping the students with professional interviewing skills for employment. Although this is an indirect method of measurement and we have not adopted a tool for whether or not the assessments directly benefit the students in program outcomes; we do see an increase in employment at graduation. We are also receiving feedback from the students on an individual level regarding the assessments providing “goals” to work towards during the program. The individual feedback from the students has been overall positive. We will try and find a way to measure or connect the assessments to program outcomes to better serve the students; however, this may be a challenge. We plan on discussing this with our SAC coach.

- **Free Community Health Screening Fair Results:**

Spring 2012 cohort – 14 of the 18 students completed the survey (see appendix #6 for attached results). All of the students that completed the survey felt “the Health Screening event was relevant to the skills they learned”. “Of the clinical skills learned during the term, which one did the Health Screening event help you with the most” 7 students answered Patient Communication, followed by 4 students answering Blood Pressure and the others were a combination of Audiometer testing and Vision screening. The results of the survey show that students felt that the Health Screening event provided them with a good opportunity to practice their communication skills. We plan on changing the feedback student survey to ask questions that correlate better to program outcomes. We are looking at ways the data collected from the comment cards completed during both Health Screening events on specific students (professionalism, attitude and communication) can be more useful as a tool to measure overall program performance and not just individual performance.

- **Pre-Graduate Surveys Results:**

“Based on your experience during the PCC MA Program, please use the following scale to rate how well you achieved or did not achieve the above Medical Assisting Program Outcomes”. The scale of 1 to 5 (one = does not meet to program outcome) to (five = meets program outcome).

Program Outcome list:

- 1. Communicate effectively with persons through the use of verbal & non-verbal skills, written abilities, active listening, and information technologies within classroom environment.*
- 2. Understands the concepts and principles of mathematics and scientific knowledge the relationship with administrative and clinical medical assisting practices*
- 3. Demonstrates the ability to meet patient's needs as a mature, adaptable person and member of the medical assisting profession.*
- 4. Think creatively and critically in the identification, analysis, and resolution of problems, issues, truth claims, and ethical issues.*

Spring 2012 cohort: 11 / 17 graduating students completed survey (65% participation rate)

Program

Program

Program

Scale (1-5)	Program Outcome #1	Outcome #2	Outcome #3	Outcome #4
5	10	9	9	9
4	0	1	1	1
3	1	0	0	1
2	0	1	1	0
1	0	0	0	0

Note: Pre-graduate survey went electronic.

Fall 2012 cohort: 19 / 22 graduating students completed survey (86% participation rate)

Scale (1-5)	Program Outcome #1	Program Outcome #2	Program Outcome #3	Program Outcome #4
5	15	13	15	13
4	4	5	4	5
3	0	1	0	1
2	0	0	0	0
1	0	0	0	0

According to the survey results; the students feel that the program meets all of the program outcomes. Given that this is a subjective and indirect method of measurement; our program feels that this data is valuable when reviewing current methods of teaching and material delivery. In the additional comments section of the survey; students made several suggestions regarding areas where our program may improve.

4. Identify any changes that should, as a result of this assessment, be implemented to help improve students' attainment of outcomes. (These may include, but are not limited to, changes in curriculum, content, materials, instruction, pedagogy etc).

We would like to continue to improve student's attainment of our program outcomes and we plan on meeting with our SAC coach for support. Additional comments and feedback provided on the pre-graduate surveys requested additional exposure to immunization practices and additional clinical lab time for practicing injections. In response to the student feedback, additional information on immunizations, we will be adding a clinical lab module and lecture to MA 123 course while new course creation options are being investigated. In response to the request for additional injection practice, we will be securing more lecture and lab time during the program for students (without changing curriculum or adding new curriculum) for practice.

5. Reflect on the effectiveness of this assessment tool and assessment process. Please describe any changes to assessment methodology that would lead to more meaningful results if this assessment were to be repeated (or

adapted to another outcome). Is there a different kind of assessment tool or process that the SAC would like to use for this outcome in the future? If the assessment tool and processes does not need to be revised, please indicate this.

Although we have made progress in measuring indirect methods of assessing student performance and measuring program outcomes; we plan on adding additional direct methods for next year. We plan on utilizing “Uprep” – which an online software tool developed by Lippincott Williams and Wilkins that helps to measure how well a student is “mastering” the curriculum and skill set. The system is designed to match the program competencies while helping the students prep for the National Certification Exam. We will pilot the project starting in Fall 2013 and will collect data throughout the Fall and Winter terms. We will continue to use the National Certification Exam as our benchmark for measuring outcomes; however, we feel collecting more data on direct methods will help strengthen our program.

Appendix includes:

1. *Medical Assisting Program Outcomes & PCC College Outcomes – list*
2. *PCC College Outcomes Mapping to Program Courses*
3. *Classroom Behavioral Assessment form*
4. *Student Self-evaluation form*
5. *Pre-Graduate Survey form*
6. *Student survey results from Summer 2012 Free Health Community Screening event – spreadsheet*
7. *Health Fair Comment Card*

Student-Self Evaluation Form

Name: _____

Program: Medical Assisting

Term / Year: _____

Rating System

1= Needs Improvement (does not meet the program expectations)

2= Satisfactory (meets all program requirements)

3= Excellent (goes beyond program expectations)

1. Quality of academic work _____
Comments _____

2. Participation in class _____
Comments _____

3. Attendance _____
Comments _____

4. Student involvement / participation in team activity _____
Comments _____

5. Interpersonal communication with fellow students _____
Comments _____

6. Taking initiative to achieve goals and complete assignments _____
Comments _____

7. Overall performance rating _____
Comments _____

Areas of Strength:

Areas of Improvement:

Additional Student Comments:

Date: _____

Student's Signature

Instructor comments: _____

Portland Community College Medical Assisting Program



Portland
Community
College



You will be sent a post-graduate survey after completing this program and your directive practice hours. As you know feedback is essential for improvement and growth. We are now asking third term students to provide additional feedback and support by completing a pre-graduate survey. This allows us to look at our program outcomes and college core outcomes to see if there are deficiencies or areas that need improvement.

PCC MEDICAL ASSISTING PROGRAM OUTCOMES:

- Communicate effectively with persons through the use of verbal & non-verbal skills, written abilities, active listening, and information technologies within classroom environment.
- Understands the concepts and principles of mathematics and scientific knowledge the relationship with administrative and clinical medical assisting practices
- Demonstrates the ability to meet patient's needs as a mature, adaptable person and member of the medical assisting profession.
- Think creatively and critically in the identification, analysis, and resolution of problems, issues, truth claims, and ethical issues.

I. Based on your experience during the PCC MA Program, please use the following scale to rate how well you achieved or not achieved the above Medical Assisting Program Outcomes. On the next page you will do the same for the College Core Outcomes.

MA PROGRAM OUTCOMES

RATING (1-5)

1. Communicate effectively with persons through the use of verbal & non-verbal skills, written abilities, active listening, and information technologies within classroom environment.

2. Understands the concepts and principles of mathematics and scientific knowledge the relationship with administrative and clinical medical assisting practices.

3. Demonstrates the ability to meet patient's needs as a mature, adaptable person and member of the medical assisting profession.

4. Think creatively and critically in the identification, analysis, and resolution of problems, issues, truth claims, and ethical issues.

PCC COLLEGE OUTCOMES:

- Communicate effectively by determining the purpose, audience and context of communication, and respond to feedback to improve clarity, coherence and effectiveness in workplace, community and academic pursuits.
- Apply scientific, cultural and political perspectives to natural and social systems and use an understanding of social change and social action to address the consequences of local and global human activity.
- Identify and investigate problems, evaluate information and its sources, and use appropriate methods of reasoning to develop creative and practical solutions to personal, professional and community issues.
- Use an understanding of the variations in human culture, perspectives and forms of expression to constructively address issues that arise out of cultural differences in the workplace and community.
- Demonstrate and apply the knowledge, skills and attitudes necessary to enter and succeed in a defined profession or advanced academic program
- Assess, examine and reflect on one's own academic skill, professional competence and personal beliefs and how these impact others.

PCC CORE OUTCOMES

RATING (1-5)

1. Communicate effectively by determining the purpose, audience and context of communication, and respond to feedback to improve clarity, coherence and effectiveness in workplace, community and academic pursuits.

2. Apply scientific, cultural and political perspectives to natural and social systems and use an understanding of social change and social action to address the consequences of local and global human activity.

3. Identify and investigate problems, evaluate information and its sources, and use appropriate methods of reasoning to develop creative and practical solutions to personal, professional and community issues.

4. Use an understanding of the variations in human culture, perspectives and forms of expression to constructively address issues that arise out of cultural differences in the workplace and community.

5. Demonstrate and apply the knowledge, skills and attitudes necessary to enter and succeed in a defined profession or advanced academic program

6. Assess, examine and reflect on one's own academic skill, professional competence and personal beliefs and how these impact others.

Medical Assisting Core Program Course:

MA 112 Seminar I

MA 117 Medical Office Administrative Procedures Lecture

MA 118 Medical Office Administrative Procedures Lab

MA 120 Intro to Phlebotomy

MA 122 Seminar II

MA 123 Medical Office Clinical Procedures Lecture

MA 124 Medical Office Clinical Procedures Lab

MLT 100 Medical Laboratory Technology

MA 180 Coding & Reimbursement

MA 132 Seminar II

MA 131 Intro to Medical Science

MA 136 Medications

MA 270 Directive Practice

- I. Which of the above courses do you feel covered the following concepts: (please see the full list of MA courses on the front page of this survey)**

Courses Associated

- **Community and Environmental responsibility:**
- **Cultural Awareness**
- **Self-Reflection**
- **Communication**
- **Critical Thinking and Problem Solving**
- **Professional Competence**

- II. Please comment on any other suggestions you have for making the educational experience more meaningful or appropriate for future students.**

Timestamp	Do you feel the Health Screening event was relevant to the skills you learned this term?	Of the clinical skills learned this term, which one did the Health Screening event help you with the most?		Of the clinical skills learned this term, which one do you feel more confident with after participating in the Health Screening event?	Do you feel the Health Screening event was well organized?	After completing the Medical Assisting Program, would you volunteer to participate in future Health Screening events?	Do you think having an interpreter on site for the event would be beneficial?	Please provide any additional feedback, suggestions or concerns in the text box below.
7/24/2012 20:32:16	Yes	Patient communication		Patient Communication	Yes	Yes	No	
7/24/2012 20:54:05	Yes	Blood Pressure, Pulse and Respirations		Blood Pressure, Pulse and Respirations	Yes	Yes	Yes	
7/25/2012 7:27:29	Yes	Patient communication		Patient Communication	Yes	Yes	Yes	The health fair gave me the added confidence to see that I could use all the things I learned and apply them to actual people (patients). I had alot of fun participating.
7/25/2012 7:29:05	Yes	Height and Weight		Blood Pressure, Pulse and Respirations	Yes	Yes	Yes	
7/25/2012 7:52:39	Yes	NVA vision screening		Patient Communication	Yes	Yes	Yes	We actually did have an interpreter (spanish) and it was in fact very helpful.
7/25/2012 9:28:23	Yes	Patient communication		DVA vision screening	Yes	Yes	Yes	
7/25/2012 10:29:07	Yes	Audiometer		Blood Pressure, Pulse and Respirations	Yes	Yes	No	
7/25/2012 13:37:59	Yes	Patient communication		Patient Communication	Yes	Yes	Yes	That was just too much fun! Getting a chance to put all that we have learned into practice. It was nice to be left on our own, to take the initiative to greet people and take them through the process, from beginning to end. A nice taste of our future jobs!

Timestamp	Do you feel the Health Screening event was relevant to the skills you learned this term?	Of the clinical skills learned this term, which one did the Health Screening event help you with the most?		Of the clinical skills learned this term, which one do you feel more confident with after participating in the Health Screening event?	Do you feel the Health Screening event was well organized?	After completing the Medical Assisting Program, would you volunteer to participate in future Health Screening events?	Do you think having an interpreter on site for the event would be beneficial?	Please provide any additional feedback, suggestions or concerns in the text box below.
7/25/2012 21:59:44	Yes	Blood Pressure, Pulse and Respirations		Blood Pressure, Pulse and Respirations	Yes	Yes	Yes	
7/26/2012 11:47:26	Yes	Patient communication		Blood Pressure, Pulse and Respirations	Yes	Yes	Yes	
7/27/2012 19:44:58	Yes	Patient communication		Patient Communication	Yes	Yes	No	
7/28/2012 19:51:06	Yes	Blood Pressure, Pulse and Respirations		Blood Pressure, Pulse and Respirations	Yes	Yes	No	Gave me an excellent opportunity to practice the skills that I have learned this term.
7/31/2012 20:00:09	Yes	Blood Pressure, Pulse and Respirations		Patient Communication	Yes	Yes	No	
8/2/2012 21:31:12	Yes	Patient communication		Patient Communication	Yes	Yes	No	

Medical Assisting Program Outcomes:

1. Communicates effectively with persons through the use of verbal and nonverbal skills, written abilities, active listening, and information technologies within an ambulatory care setting.
2. Integrates the principles of mathematics and scientific knowledge with administrative and clinical medical assisting practice.
3. Demonstrates the ability to meet personal needs as a mature, adaptable person and member of the medical assisting profession.
4. Thinks creatively and critically in the identification, analysis, and resolution of problems, issues, truth claims, and ethical issues.
5. Commits to practice medical assisting within the standards and guidelines of medical assisting program accreditation and medical assisting certification standards.

PCC College Outcomes:

1. Communication
2. Community and Environmental Responsibility
3. Critical Thinking and Problem Solving
4. Cultural Awareness
5. Professional Competence
6. Self- Reflection

CORE OUTCOMES MAPPING**SAC MA: Medical Assisting****Mapping Level Indicators:**

- 0** Not Applicable.
- 1** Limited demonstration or application of knowledge and skills.
- 2** Basic demonstration and application of knowledge and skills.
- 3** Demonstrated comprehension and is able to apply essential knowledge and skills.
- 4** Demonstrates thorough, effective and/or sophisticated application of knowledge and skills.

Core Outcomes:

- 1. Communication.
- 2. Community and Environmental Responsibility.
- 3. Critical Thinking and Problem Solving.
- 4. Cultural Awareness.
- 5. Professional Competence.
- 6. Self-Reflection.

Course Name	CO1	CO2	CO3	CO4	CO5	CO6
Course #						
MA 112 Seminar I	2	0	1	2	0	2
MA 117 Medical Office Administrative Procedures	2	0	1	1	1	2
MA 118 Medical Office Administrative Procedures Lab	2	1	1	1	2	3
MA 122 Seminar II	1	0	1	2	0	2
MA 123 Medical Office Clinical Procedures	2	2	2	2	1	2
MA 124 Medical Office Clinical Procedures Lab	2	2	2	3	2	3
MA 125 Administrative Directed Practice	4	1	2	2	3	4
MA 131 Introduction to Medical Science	3	2	2	1	3	1
MA 132 Seminar III	2	0	1	1	0	3
MA 133 Clinical Directed Practice	4	3	3	2	3	4
MA 136 Medications	1	3	3	1	3	4
MA 147 Specialty Directed Practice	4	3	3	4	3	4
MA 180 Coding and Reimbursement	0	0	2	0	0	0
MA 120 Intro to Phlebotomy	2	0	2	0	3	2

(MA 120 is a new course and the Core Outcome Mapping has not yet been posted)

Classroom Behavioral Assessment

Student: _____ G#: _____ Date: _____

Instructor: _____ Class: _____ Year & Term: _____

Evaluate this student by circling the appropriate number for each criterion using the following rating scale:

NA	Not Applicable	3	Meets Minimum Expectations
1	Inadequate – Immediate Attention is Needed	4	Above Average – Growth is Demonstrated
2	Poor – Needs Significant Improvement	5	Excellent – Demonstrates Strong Skills

Provide comments for any rating which is a "2" or less.

1.) Participation		Rating: (Circle appropriate rating)
1a. Listens actively and with empathy. (Does not interrupt)	NA 1 2 3 4 5	
1b. Seeks to understand rather than to advocate for his/her own ideas.	NA 1 2 3 4 5	
1c. Understands and respects the personal "boundaries" of self and others, both in terms of physical personal space, as well as subjects which are and are not appropriate to discuss with others. (Self disclosure is appropriate)	NA 1 2 3 4 5	
1d. Demonstrates unconditional positive regard and respect for others. (Both teaching and learning environment)	NA 1 2 3 4 5	
Comments:		
2.) Communication		Rating: (Circle appropriate rating)
2a. Communicates with others in an open and honest manner. (Uses assertive communication, not aggressive, passive-aggressive, or passive)	NA 1 2 3 4 5	
2b. Uses appropriate verbal communication, including the rate, pitch, tone and volume of his/her voice.	NA 1 2 3 4 5	
2c. Uses appropriate non-verbal behavior, including monitoring appropriate personal space, gestures and facial expressions. (Does not engage in crosstalk or side bar conversations)	NA 1 2 3 4 5	
2d. Verbal and non-verbal behaviors are consistent with each other.	NA 1 2 3 4 5	
2e. Uses appropriate professional language.	NA 1 2 3 4 5	
2f. Does not perpetuate personality conflicts.	NA 1 2 3 4 5	
Comments:		
3.) Team Work – Collaboration		Rating: (Circle appropriate rating)
3a. Works collaboratively as a team member.	NA 1 2 3 4 5	
3b. Works well in groups.	NA 1 2 3 4 5	
3c. Provides support for other people and team members.	NA 1 2 3 4 5	
3d. Is aware of group process and monitors own behavior so as to foster positive group process, rather than pursuing own personal agenda.	NA 1 2 3 4 5	
3e. Assists group in the accomplishment of task and relationship behaviors in order to foster and maintain health of group.	NA 1 2 3 4 5	
Comments:		

4.) Problem Solving		Rating: (Circle appropriate rating)					
4a.	Good problem solving skills. Able to think creatively and find different ways to accomplish tasks. Does not get stuck in old ways of doing things.	NA	1	2	3	4	5
4b.	Quickly analyzes situations and takes definitive action to resolve problems and move toward achieving goals or tasks.	NA	1	2	3	4	5
4c.	Adheres to syllabus guidelines and instructions.	NA	1	2	3	4	5
4d.	Seeks advising and information from faculty during office hours.	NA	1	2	3	4	5
4e.	If needed, seeks other assistance for personal issues that are causing the student academic difficulty.	NA	1	2	3	4	5
Comments:							
5.) Attendance		Rating: (Circle appropriate rating)					
5a.	Attends required classes. (Arrives on time and does not leave early)	NA	1	2	3	4	5
5b.	Promptness and attendance at practicum site. (if applicable)	NA	1	2	3	4	5
5c.	Keeps scheduled meetings with instructor, class members, and class groups.	NA	1	2	3	4	5
5d.	Completely adheres to individual course syllabi attendance policies.	NA	1	2	3	4	5
Comments:							
6.) Appropriate Behavior		Rating: (Circle appropriate rating)					
6a.	Behaves in an appropriate and courteous manner at all times.	NA	1	2	3	4	5
6b.	Uses appropriate language. Does not gossip nor criticize others publicly.	NA	1	2	3	4	5
6c.	Contributes to the positive development and strengthening of the learning environment.	NA	1	2	3	4	5
6d.	Does not disrupt class upon arrival or upon leaving.	NA	1	2	3	4	5
6e.	Respects classroom environment. (Does not disrupt with eating, electronic devices, talking to others, etc.)	NA	1	2	3	4	5
6f.	Maintains a positive and enthusiastic attitude about learning.	NA	1	2	3	4	5
6g.	Is dressed and groomed appropriately for the learning environment.	NA	1	2	3	4	5
6h.	Maintains appropriate personal hygiene.	NA	1	2	3	4	5
Comments:							
Overall Comments:							

COMMUNITY HEALTH SCREENING

Portland Community College
Medical Assisting Program



Student Name _____

Student feedback is essential to the learning process. Please take a moment to fill out this comment card. Mark a box corresponding to a score of 1 (needs improvement) to 5 (excellent) next to each of the three concepts.

	1	2	3	4	5
Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional comments _____

Thank you for your participation in this community event.

COMMUNITY HEALTH SCREENING

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Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	1	2	3	4	5
Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	1	2	3	4	5
Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional comments _____

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