

Annual Report for Assessment of Outcomes 2011-2012

Please address the questions below
send to learningassessment@pcc.edu by **June 22, 2012**; with Annual Report in the subject line

Note: Information provided in this report may be inserted into or summarized in Section 2C (LDC/DE) or 6B (CTE) of the Program Review Outline.

1. Describe **changes that have been implemented towards improving students' attainment of outcomes that resulted from outcome assessments carried out in 2010-2011**. These may include but are not limited to changes to content, materials, instruction, pedagogy etc.

The Medical Assisting Program utilizes the National Certification Exam results each year as a standard benchmark. The CMA National Exam results last year showed a weakness in electronic medical records and therefore we added a new EHR course to our program. According to the data sent to us from the CMA Exam results this year, we have seen an improvement in overall test scores in this area. We continue to review student's scores on an annual basis and believe it provides a direct measurement of program outcomes; however, we have been working on strengthening our student assessments within our program as well. Post graduate surveys have been completed in past years; however, we decided to add pre-graduate surveys specifically targeting how well we were helping them meet program outcomes while still actively enrolled. The information obtained helped establish an additional venipuncture course we implemented last year.

For each outcome assessed this year:

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

We have added additional tools over the past year to strengthen student achievement of program outcomes. Due to the importance of communication within an ambulatory care setting and the value of patient communication we spent the past year focusing on soft skills.

- **Classroom Behavioral Assessments:**

Individual student Classroom Behavioral Assessments were performed on each individual student, each term over the past year (copy of the assessment form attached). These meetings provided a platform to mentor, encourage and address issues or concerns in the area of soft skills and professionalism. Both faculty members (there is only two in our department) meet with each individual student. These meetings were originally designed to be a tool for addressing issues; however, they have transformed into a dialog of

feedback and support. We can also use the classroom assessments to help provide feedback on our program as a whole. 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.

- **Free Community Health Screening Fair:**

Last summer our second term students collaborated with one of our instructors to host a Free Community Health Screening Fair at Willow Creek Center. 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. These comment cards were then typed up for each individual student and presented to the student during their individual assessment as additional feedback. The comment cards can also be used to provide feedback on our program. For example if we find the public is consistently scoring the students low on their ability to provide professional behavior during the Health Fair – we can focus more emphasis and training on professionalism.

Over the past year we introduced pre-graduate surveys to the students prior to completing their one year certificate. The survey was created from our original five program outcomes.

- **Pre-Graduate Surveys (copy of survey attached):**

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.

- 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.*

- **Post-graduate surveys (copy of survey attached):**

Post-graduate surveys are sent out to graduates 3-6 months after completing the certificate. Due to the small number of graduates each year and the small return by graduates; we only have a limited number of results. The students were asked to provide anonymous to 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.

- 1. Communicate effectively with persons through the use of verbal & non-verbal skills, written abilities, active listening, and information technologies within ambulatory care setting.*
- 2. Integrates 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.*
- 5. Practices medical assisting within the standards and guidelines of medical assisting programs accreditation and medical assistant certification standards.*

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

- If scored (e.g., if a rubric or other scaled tool is used), please report the data, and relate to any appropriate benchmarks.
- Results should be broken down in a way that is meaningful and useful for making improvements to teaching/learning. Please show those specific results.

Free Community Health Screening Fair:

Over 150 individuals participated in the Free Health Screening Event. On average, each student was able to practice their clinical skills with 5 individuals. Comment cards for each student were averaged for the 3 concepts (Professionalism, Communication & Attitude) additional comments were typed up and the students were given a copy. The information obtained was discussed individually during their assessment meeting.

Free Community Health Screening Fair - Student Feedback RESULTS:

Feedback forms were given to each student after participating in the Free Health Fair Screening event. They were asked the following questions:

Do you think the Health Screening was relevant to the skills you learned in class?

- 25 responded YES

Do you believe the Health Screening was important to your success after completing the program?

- 25 responded YES

Do you think the location was a good fit for the event?

- 24 responded YES

- Additional comments:

- Cascade Campus would have been better
- Yes, but it would have been nice to have it at a Farmer's Market
- A main campus would have drawn in more people

Would you recommend the next cohort experience a similar event?

- 25 responded YES

Would you volunteer to help with the next Health Screening in the Winter term?

- 22 responded YES

Pre-Graduate & Post-Graduate Survey Results:

Pre-Graduate Survey Results:

A total of 32 students completed the pre-graduate survey out of a total of 40 pre-graduate students from both Willow Creek (2011) and current Cascade Campus cohort (2012).

Scale (1-5)	Program Outcome #1	Program Outcome #2	Program Outcome #3	Program Outcome #4
5	25 (78%)	19 (60%)	29 (90%)	22 (69%)
4	6 (<2%)	10 (31%)	3 (<1%)	9 (28%)
3	1 (<1%)	4 (<1%)	0	1 (<1%)
2	0	0	0	0
1	0	0	0	0

Post-Graduate Survey Results:

A total of 7 students completed the post-graduate survey out of a total of 12 post-graduate students from the Cascade Campus cohort (2011).

Scale (1-5)	Program Outcome #1	Program Outcome #2	Program Outcome #3	Program Outcome #4	Program Outcome #5
5	6 (86%)	5 (71%)	7 (90%)	6 (86%)	7 (100%)
4	1 (<1%)	1 (<1%)	0	1 (<1%)	0
3	0	1 (<1%)	0	0	0
2	0	0	0	0	0
1	0	0	0	0	0

In order to help improve the post-graduate surveys get sent out efficiently, we are going to be re-evaluating our internal process for this tool.

Although the survey is an indirect way of measuring whether or not our student feel they are meeting the program outcomes – it provides important information for improvement. Clinical and administrative skills are essential tools for a medical assistant in the professional world. Our students must understand the connection between math, scientific knowledge and how it relates to the clinical and administrative skills they will be responsible for performing. Emphasis will be placed on developing class activities, case studies and working with medication conversions to help improve program outcome #2's score.

American Association of Medical Assistants National Certification Exam results:

1. Outcome	2. Maps to a Core Outcome	3. Assessment Setting / Method	4. Assessment Results (2011-2012)
Communicates effectively with persons through the use of verbal & non-verbal skills, written abilities, active listening, and information technologies within ambulatory care setting	Prof. 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: From June 2011-April 2012 there were 22 graduates who took and passed the National Medical Assisting certification exam. Our graduates ranked in the 99 th percentile nationally during this period. All students passed each proficiency with a 80% or better.
Integrates the principles of mathematics and	Prof. Comp.	CMA National	AAMA results are as follows: From June 2011-

<p>scientific knowledge with administrative and clinical medical assisting practice</p>	<p>Critical Thinking</p>	<p>Certification Exam (disaggregated results include: general, administrative and clinical; reviewed by SAC for trends)</p> <p>Module Proficiency Assessments (Students must pass these to pass each course. SAC reviews these annually and adjusts program according to results.)</p>	<p>April 2012 there were 22 graduates who took and passed the National Medical Assisting certification exam. Our graduates ranked in the 99th percentile nationally during this period.</p> <p>All students passed each proficiency with a 80% or better.</p>
<p>Demonstrates the ability to meet personal needs as a mature, adaptable person and member of the medical assisting profession</p>	<p>Prof. Comp. Communication Self Reflection</p>	<p>Module Proficiency Assessments (Students must pass these to pass each course. SAC reviews these annually and adjusts program according to results.)</p>	<p>AAMA results are as follows: From June 2011-April 2012 there were 22 graduates who took and passed the National Medical Assisting certification exam. Our graduates ranked in the 99th percentile nationally during this period.</p> <p>All students passed each proficiency with a 80% or better.</p>
<p>Thinks creatively and critically in the identification, analysis, and resolution of problems, issues, truth claims, and ethical issues</p>	<p>Prof. Comp. Critical Thinking Community and Env. Resp</p>	<p>CMA National Certification Exam (disaggregated results include: general, administrative and clinical; reviewed by SAC for trends)</p> <p>Module Proficiency Assessments (Students must pass these to pass each course. SAC reviews these annually</p>	<p>AAMA results are as follows: From June 2011-April 2012 there were 22 graduates who took and passed the National Medical Assisting certification exam. Our graduates ranked in the 99th percentile nationally during this period.</p> <p>All students passed each proficiency with a 80% or better.</p>

		and adjusts program according to results.)	
Commits to practice medical assisting within the standards and guidelines of medical assisting program of program accreditation and medical assistant certification standards	Prof. 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: From June 2011-April 2012 there were 22 graduates who took and passed the National Medical Assisting certification exam. Our graduates ranked in the 99 th percentile nationally during this period. All students passed each proficiency with a 80% or better.

According to the information provided from 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.

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).

Additional comments and feedback provided on both the pre-graduate and post-graduate survey requested additional phlebotomy skills during the program, more exposure to immunization practices and additional clinical lab time for practicing injections. In response to the student feedback, we have added an intro to Venipuncture course during first term; adding an additional 10-12 more draws. In response to adding 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. The feedback we as a department are receiving from students regarding the individual student assessments has been surprisingly positive. Several of our students spoke at our Program Review in January and believe the assessments helped create a supportive mentoring approach to developing

professional soft skills. The Free Community Health Screening Fair was extremely successful and the students provided additional feedback and support for implementing the event for every cohort during second term clinical practice. Based on the feedback from the students and the community we have since written the event into our curriculum.

- 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.**

We developed a survey for ambulatory care clinics within the community to provided essential feedback on deficiencies and or areas of improvement for medical assistants. This survey is not limited only to clinics who have hosted a medical assistant student in the past; however, it may provide beneficial insight to strengths and weakness that may need to be address. The more information we can receive from these clinical sites that have hosted and hired ambulatory care medical assistants, the more we can prepare our future students for success. The plan is to use survey monkey to send out the survey to area clinics.

- 1. We will continue to use the National Certification Exam as the primary benchmark tool for assessment.*
- 2. We will continue to use pre-graduate and post-graduate surveys as an indirect way of assess student perception of success with meeting program outcomes. The additional comments students provide anonymously on the survey provide essential feedback for program improvements.*
- 3. We will continue to use the comment cards from the Free Community Health Fair to provide feedback to the students on the public's perception of professionalism, communication and attitude.*
- 4. Soft skills assessments will continue to take place in order to provide maximum support and mentoring for student success.*

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

Additional comments _____

Thank you for your participation in this community event.

COMMUNITY HEALTH SCREENING

Portland Community College
Medical Assisting Program



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COMMUNITY HEALTH SCREENING

Portland Community College
Medical Assisting Program



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

Additional comments _____

Thank you for your participation in this community event.

COMMUNITY HEALTH SCREENING

Portland Community College
Medical Assisting Program



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

Additional comments _____

Thank you for your participation in this community event.

**PORTLAND COMMUNITY COLLEGE
MEDICAL ASSISTING PROGRAM
GRADUATE SURVEY ON PROGRAM OUTCOMES**

At the completion of this program, students are able to:

- Communicate effectively with persons through the use of verbal & non-verbal skills, written abilities, active listening, and information technologies within ambulatory care settings.
- Integrates the principles of mathematics and scientific knowledge with administrative and clinical medical assisting practice.
- 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.
- Practice medical assisting within the standards and guidelines of medical assisting program accreditation and medical assistant certification standards.

Based on your education at Portland Community College in the Medical Assisting Program rank your achievement of the outcomes:

5 = Strongly Achieved 4 = Generally Achieved 3 = Neutral (acceptable) 2 = Did Not Achieve 1 = Strongly Did Not Achieve

Communicate effectively with persons through the use of verbal & non-verbal skills, written abilities, active listening, and information technologies within ambulatory care settings.

5 4 3 2 1

Integrates the principles of mathematics and scientific knowledge with administrative and clinical medical assisting practice.

5 4 3 2 1

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

5 4 3 2 1

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

5 4 3 2 1

Practice medical assisting within the standards and guidelines of medical assisting program accreditation and medical assistant certification standards.

5 4 3 2 1

Portland Community College Medical Assisting Program



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. | ----- |

COMMUNITY HEALTH SCREENING

Portland Community College
Medical Assisting Program



RESULTS OF THE FREE HEALTH SCREENING EVENT:

Over 150 individuals participated in the Free Health Screening Event. On average, each student was able to practice their clinical skills with 5 individuals. Comment cards for each student were averaged for the 3 concepts (Professionalism, Communication & Attitude) additional comments were typed up and the students were given a copy. The information obtained was discussed individually during their assessment meeting.

Student Feedback:

Feedback forms were given to each student after participating in the Free Health Fair Screening event. They were asked the following questions:

- Do you think the Health Screening was relevant to the skills you learned in class?
 - **25 responded YES**
- Do you believe the Health Screening was important to your success after completing the program?
 - **25 responded YES**
- Do you think the location was a good fit for the event?
 - **24 responded YES**
 - Additional comments:
 - Cascade Campus would have been better
 - Yes, but it would have been nice to have it at a Farmer's Market
 - A main campus would have drawn in more people
- Would you recommend the next cohort experience a similar event?
 - **25 responded YES**
- Would you volunteer to help with the next Health Screening in the Winter term?
 - **22 responded YES**
- What was your favorite part of the event?
 - Being able to work on a variety of individuals
 - Meeting and working with random members of the community
 - Being able to practice these skills on new people
 - Working with people from different cultures
 - Practicing skills on real people and not just other students

- Applying the skills learned in lab in real life
- The real world experience
- Everything – meeting, greeting and taking vitals
- The preparation and anticipation
- Several people asked about the program and I enjoyed being able to say good things about it
- Introducing myself to others
- The T-shirts
- How could the event improve?
 - Provide a referral list of health clinics in the area that are free or sliding scale
 - Advertise earlier
 - More advertising
 - More time and planning with handout / notice distribution, it could have the potential to be much bigger
 - Information in different languages
 - Give the participants a gift for helping
 - Address of the event on the flyers and signs – not just PCC Willow Creek
 - Refreshments
 - Hold the event later in the term so people felt more confident in their skills
 - A more systematic way of distributing the incoming participants equally to the students
- What would you change about the way in which the event was organized?
 - Start working on the event during first term or start to prepare for it
 - Large banner outside to draw in the MAX station people
 - Audiometer waiting area should be farther away from the testing room
 - It was very well organized
 - More equipment – less time to wait