

**E. Assessment & Measurement**

Scale:

1: Not evident 2: Somewhat evident 3: Mostly evident 4: Completely evident N/A – Not applicable

E1	The types of assessments selected measure the stated learning outcomes and are consistent with course activities and resources.	1	2	3	4	N/A
E2	The course grading policy is stated clearly.	1	2	3	4	N/A
E3	Specific and descriptive criteria are provided for the evaluation of students' work and participation, and they are tied to the course grading policy.	1	2	3	4	N/A
E4	The assessment instruments selected are varied and appropriate to the student work being assessed.	1	2	3	4	N/A
E5	Students have opportunities to measure their own learning progress.	1	2	3	4	N/A
E6	Assessment results are used to help students progress.	1	2	3	4	N/A
E7	The sample Assessments (e.g., test, rubric, performance checklist) include information on administration, scoring, and use of results with students.	1	2	3	4	N/A
<b>TOTALS</b>		<b>5</b>	<b>2</b>	<b>0</b>	<b>4</b>	<b>11</b>

**Strengths:** The grading scale is provided. The calendar reflects that there will be quizzes and exams in the class. The calendar also says the exams will be comprehensive in nature, and it clearly discussed that the learner is preparing to take a national certification exam.

**Suggestions:** It would be helpful to describe what types of quizzes and exams will be given; for example, will they be practice quizzes and exams from the national exam website, or made by the course instructor. Further, it would be helpful to give examples of the format of assessment questions (multiple choice, matching, true/false, essay, etc.) I would recommend that more detail be provided to the students with regard to assessment and outcome measurement. Learners want to know the expectation before the time it is expected, or due. Providing this information up front, helps to keep all parties open as to the expectations, and allows for transparency for the instructor. Learners will appreciate knowing how to manage their time for the course. The syllabus discusses a project and presentation. I would recommend that the rubrics for both of these be included, as well. This will identify the expectations early on, to the student.

Explaining with detail, what is being taught, and when, helps the student know what to expect at each class session. I would recommend that a schedule of topics and readings be included, for example: What will the main topics of the course be and when will they be addressed? What will students need to do to prepare for each class? Most instructors include a weekly or daily schedule of topics they intend to address, along with a list of assigned readings and other course materials. Then, the instructor could provide more detail for assessments, such as: Assignments, project, presentations and exams: How will students demonstrate their learning? Include learning goals, estimated scope or length, assessment criteria and dates. Instructors typically include a breakdown, in point values or percentages, of how much each assignment or test contributes to a student's final grade.

**F. Industry-Based Application**

**Scale:**

1: Not evident 2: Somewhat evident 3: Mostly evident 4: Completely evident N/A – Not applicable

<b>F1</b>	The course includes multiple opportunities for students to learn about the target occupations/industry (e.g., clinical application such as HIPAA, documentation, communicating	1	2	3	4	N/A
<b>F2</b>	Assessment tools include some authentic measures (e.g., they match or align with ways students would be assessed or expected to work in the workplace).	1	2	3	4	N/A
<b>F3</b>	Course materials, activities, and learning outcomes reflect direct application to the target occupation/industry.	1	2	3	4	N/A
<b>TOTALS</b>		0	0	3	8	11

**Strengths:** The syllabus and course materials, including the objectives from the NHA website, describes ways in with the students will learn about the occupation of the CCMA and CMAA. Objective line out the topics, especially those that are specific to HIPAA, documentation and communication. The assessment tools that are utilized in the course, as described in the syllabus, are designed to reflect the objectives. Because the instructor is utilizing a national certification exam, the syllabus reflects material that is tested and discusses the importance of the information. This is the standard and expectation for each student in the course.

**Suggestions:** It is not completely clear from the syllabus how the activities and learning outcomes will be accomplished, or how they will tie back to the role of the CCMA/CMAA. Perhaps it would be helpful to include those areas from the textbook that will support the learner in accomplishing what the online requirements will be, and how they will be learned. Additionally, I would recommend that the syllabus include samples/examples of the project, presentations, and exam questions, so the student will have a better understanding of what they will need to know for prep for practice. When students can actually see how they will use the information in the workplace, it holds more value for them.