Mitchell Technical Institute

Annual Program Review

Program Director: Lisa Johnson

Program: Medical Assistant

Date:

As a department, please review the following direct and indirect measures of program effectiveness and provide the responses requested.

Direct Measures

A. **Program Learning Outcomes**
Program learning outcomes meet industry and community trends and support the mission of Mitchell Technical Institute.

1. Date of review: 1/7/2020
2. Explain how outcomes were reviewed this year (i.e., input from advisory board, instructors, students, etc.) and changes made, if any:

Outcomes were reviewed by Lisa Johnson and Marla Smith on 12/16/19, along with instructors. All outcomes were revised to raise the benchmarks.

3. Outcomes are up-to-date in WIDS and on the program's web page. Yes ☑ No ☐

B. **Course Syllabi**
Course syllabi in the program include the following components (check the box if included):

Course title and number	☑
Credit hours	☑
Instructor	☑
Instructor office hours/contact information	☑
Prerequisites	☑
Course description	☑
Competencies	☑
Required text(s)	☑
Grading criteria	☑
ADA statement	☑
Academic integrity policy	☑

Nondiscrimination statement	☑
Freedom of expression statement	☑

1. Date of review: 1/7/2020
2. Explain which syllabi were reviewed this year, input received from advisory board, instructors, students, etc., regarding course objectives and textbooks used, and changes made, if any:

Medical Terminology - MA 101-Instructor Donna Appletoft shared copies of the MA 101 syllabus for the Medical Terminology class. She explained that the McGraw-Hill book we had been using was being discontinued, so faculty chose to go with an online curriculum published by Caduceus. Students pay $97.00 and have access to video lectures, learning activities, flashcards, self-tests, and timed tests. She explained that the student grades in the materials are actually completion grades and not accuracy grades. About five weeks into this fall, she quizzed students on 25 terms and realized that students were not retaining the information despite doing well on the online tests. She determined to make some changes. The board agreed that flashcards are still an effective way to memorize information, and Donna said she utilizes flashcards in class. Donna said she used the Dean Vaughn System when she was a student; this system uses illogical word associations to help students memorize terms. (e.g., Blephar- = blue fur; picture a lady wearing blue fir with eyelids on the fur) Donna had a hand-out with powerpoint slides she has created to help students memorize terms. She also created worksheets and quizzes. Donna reported that the scores this semester on the comprehensive exam for the course were higher than in the past. Kaylee had just completed the course and agreed that these learning strategies had helped. She also liked using flashcards, quizlets, and Kohoot reviews.

3. Syllabi are up-to-date in WIDS.   Yes ☑ No ☐

C.   Program Competencies
The program has a list of identified competencies.

1. Date of review: 1/7/2020
2. Explain how competencies were reviewed this year (i.e., input from advisory board, instructors, students, etc.) and changes made, if any:

The required competencies are set by the accrediting body of MAERB/CAAHEP

3. Competencies are up-to-date in WIDS.   Yes ☑ No ☐

D.   Course Assessments
Instructors in the program will a.) use a variety of assessment instruments and tools; b.) assess identified program learning outcomes and competencies; and c.) include assessment of higher level thinking skills, such as application, analysis, synthesis and evaluation.

1. Complete the checklist indicating which kinds of assessments are used in your program.

Types of Assessment	Used by instructors in program
Oral examinations/presentations	

	☑
Written essays	☑
Written reports	☑
Examinations	☑
Quizzes	☑
Comprehensive final exams	☑
Journals	☑
Peer evaluations	☑
Self evaluations	☑
Class participation	☑
Portfolio projects	☐
Capstone projects	☐
Other projects	☑
Videos of student mastery	☐
Lab demonstrations	☑
Simulations	☑
Clinical/internship observations	☑

2. Are assessments used in the program matched to the outcomes/competencies for the program?　　　Yes ☑　　No ☐

3. Explain changes in the assessments used in your program since your last review (including input received and rationale):

No new assessments since January 2019.

4. Give examples of how assessments used in the program reflect higher level thinking skills, such as application, analysis, synthesis and evaluation.

On Lab competencies (psychomotor) students need to answer questions on the cognitive domain and use the affective domain in explanation of the procedure to the mock patient. Each competency has a time limit and must be passed by 83% or higher set by MAERB

E. **Certification**
If available, the program uses industry and/or program certification tests to assess student mastery of learning objectives or competencies.

1. List any industry or program certification tests taken by students or graduates of your program in the past year (Jan-Dec).

Certification Tests	# Testing	# Passing	Pass Rate
CMA/RMA Testing	13	11	85

2. As you reviewed results of certification tests, what curriculum changes were made in your program?

Will continue to give multiple practice tests and modules to the second year student and encourage to take certification in timely manner.

F. **Program Internships/Externships**
If applicable, the program uses internships, externships, or on-the-job training to assess student mastery of learning objectives or competencies.

1. How do you evaluate program competencies or learning objectives during internship/externship experiences?

The supervisor from each clinic will evaluate their student on the administrative skills, clinical/laboratory skills and employee skills which make up 75% of their grade. The extern will be expected to submit weekly journals, time sheets, online testing on anatomy and physiology, medical terminology, administrative, clinical and lab cognitive domain questions similar to the questions on the CMA test.

2. As you reviewed results of internship/externship evaluations, what curriculum changes were made in your program?

More practice with manual blood pressures and simulations with answering telephone.

G. **Program Outcome Assessment**
Program outcome assessment results were used to revise and improve instruction and curriculum both for current students and future cohorts in this program.

1. What program outcome(s) was assessed this year?

Prevent injury or illness through safe work practices and by following health and safety polices and procedures.

Display professionalism in appearance, job performance, and ability to work as a team member.

2. How did you assess student achievement of this program outcome(s)? (What measure(s) was used?)

Practicum evaluation of student at clinical site
Standard XII Protective practices

Grade evaluation of Employability on externship

3. What is the benchmark(s) for achievement of this outcome(s)?

Students are competent 90% or higher in Standard XII

Students will average 3.8 or higher

4. Explain the results and your analysis of the previous year's data on this outcome(s). (Did your students meet the benchmark? If not, what factors might be affecting student achievement of this outcome? Is there further assessment needed to understand and address why the program is not meeting the benchmark?)

Class average was 100% competent

Class average was 3.9

5. Explain how you will use assessment results to make changes in your program.

No changes are planned at this time

Will continue to work in simulations to make students employable

6. If you made changes to your program last year based on program outcome assessment, what has been the impact on student achievement following the changes?

Not applicable

If applicable, what further changes are needed to improve achievement in this program outcome?

[Pre-2017 Closing the Loop archived results]

Indirect Measures

H. **Enrollment**
Five-year data for this program will demonstrate that the program's 10-day

count is at or above 75% of its enrollment cap.

> Does the most recent year's data meet this benchmark? If not, explain a single-year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark.

> Enrollment was at 105%- met benchmark

I. **Retention**
Five-year data for this program will demonstrate that 75% or more of enrolled students complete their program or return to MTI the following year.

> Does the most recent year's data meet this benchmark? If not, explain a single-year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark.

> Retention was at 70%
>
> MA Retention Meeting
> Wednesday, December 18, 2019
> Lisa Johnson, Kellie Nielsen, Scott Fossum
> The nine students who were not retained each had their own unique set of circumstances, and as we discussed opportunities for improvement and looked at the students in the MA program for 2019-20 it appears that the retention report for 2018-19 was an anomaly. The Center for Student Success will continue to meet with students regarding alerts and watch their grades. As we discussed, communication between instructors, advisors, and The CSS is vital in helping students succeed.

J. **Graduation**
Five-year data for this program will demonstrate that 70% or more of exiting students complete this program with a diploma or degree.

> Does the most recent year's data meet this benchmark? If not, explain a single-year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark.

> Graduation was at 62% - retention plan will also help the graduation rate

K. **In-field Job Placement**
Five-year data for this program will demonstrate that 80% or more of

completing students in the labor market obtain employment in the program field.

Does the most recent year's data meet this benchmark? If not, explain a single year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark.

100%

L. **Student Satisfaction**
Students in this program indicate an excellent level of satisfaction with their instruction, as demonstrated by no gaps exceeding 1.0 on questions related to instructional effectiveness on the most recent Noel-Levitz Student Satisfaction Inventory survey.

If this benchmark is not met, what strategy or strategies will be implemented to address this measure?

Not assessed this cycle

M. **Alumni Satisfaction**
Institutional surveys of alumni indicate an 80% or greater satisfaction with their career preparation in this program.

If this benchmark is not met, what strategy or strategies will be implemented to address this measure?

Not assessed this cycle

N. **Employer Satisfaction**
Employers respond favorably 80% of the time when surveyed about the quality of this program.

If this benchmark is not met, what strategy or strategies will be implemented to address this measure?

yes

O. **Professional Development**
Instructors in this program demonstrate a commitment to their own professional development by completing continuing education activities each year.

What professional development activities have instructors in this program completed in the last year?

Instructors in the program have the opportunity to obtain CEU's Two instructors attend their state CMA convention. Instructors utilize training sessions at MTI for professional development. Instructor works in related field in the summer to keep up on current skills. Donna Appletoft took certification on Certified Documentation Expert for outpatient (CDEO)

How were these activities used to improve this program?

Training sessions help the instructors to improve their lesson plans by using new technology to help engage students. Instructors work in related skills to keep up skills. Donna's new certification help her in teaching MOP 160

P. **Professional Organizations**
Instructors in this program are members of professional organizations and encourage their students to pursue such memberships.

Do faculty members belong to professional organizations associated with this program?   Yes ☑   No ☐

If no, explain why.

Are students made aware of the professional organizations for their career field?
Yes ☑   No ☐

Q. **Advisory board Recommendations**
Suggestions and changes recommended by this program's advisory board are addressed and implemented by the program.

What changes will be made to this program based on feedback provided at the past year's advisory board meeting(s)?

Suggestions that came from the December 2019 Advisory board meeting was that the graduates apply for licensure in South Dakota immediately after successfully passing the CMA examination.

Lisa will continue to present the licensure process in Exam Room II (MA 220)

Indicate the personnel responsible for implementing the changes:

Lisa Johnson

Implementation date: 1/7/2020

R. **Program Improvement Plans**
   As you review this past year, what changes do you propose for the next school year that will affect the program budget?

Nothing at this time

Anticipated costs: