

# Mitchell Technical Institute

## Annual Program Review

Program Director:

Program:

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:
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 with the advisory board, clinical coordinators, instructors in the program and by reviewing the course evaluations submitted by the students. No changes were made at this time.

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	<input checked="" type="checkbox"/>
Credit hours	<input checked="" type="checkbox"/>
Instructor	<input checked="" type="checkbox"/>
Instructor office hours/contact information	<input checked="" type="checkbox"/>
Prerequisites	<input checked="" type="checkbox"/>
Course description	<input checked="" type="checkbox"/>
Competencies	<input checked="" type="checkbox"/>
Required text(s)	<input checked="" type="checkbox"/>
Grading criteria	<input checked="" type="checkbox"/>
ADA statement	<input checked="" type="checkbox"/>
Academic integrity policy	<input checked="" type="checkbox"/>

Nondiscrimination statement	<input checked="" type="checkbox"/>
Freedom of expression statement	<input checked="" type="checkbox"/>

1. Date of review:
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:

ML 104 Fundamentals was reviewed. This is an introductory course for the first year MLT students. The course syllabi was reviewed by the advisory board and no changes were made at this time. ML 144 Intro to Lab Chem was also reviewed. This was a course that was created to make sure that all of the MLT students were on the same page with the needed lab chemistry. We found that when accepting other college chemistry courses from students were found to be lacking in certain areas that were needed to be successful in Clinical Chemistry.

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:
2. Explain how competencies were reviewed this year (i.e., input from advisory board, instructors, students, etc.) and changes made, if any:

The program competencies were reviewed with instructors in the program prior to the advisory board meeting and then the results were also shared with the advisory board. All of the benchmarks were met at this time. Trajecsyst is used to help gather the data from the students.

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	<input checked="" type="checkbox"/>
Written essays	<input checked="" type="checkbox"/>
Written reports	<input checked="" type="checkbox"/>
Examinations	<input checked="" type="checkbox"/>
Quizzes	<input checked="" type="checkbox"/>
Comprehensive final exams	<input checked="" type="checkbox"/>

Journals	<input type="checkbox"/>
Peer evaluations	<input checked="" type="checkbox"/>
Self evaluations	<input type="checkbox"/>
Class participation	<input checked="" type="checkbox"/>
Portfolio projects	<input type="checkbox"/>
Capstone projects	<input checked="" type="checkbox"/>
Other projects	<input type="checkbox"/>
Videos of student mastery	<input type="checkbox"/>
Lab demonstrations	<input checked="" type="checkbox"/>
Simulations	<input checked="" type="checkbox"/>
Clinical/internship observations	<input checked="" type="checkbox"/>

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):

We have started to add test questions from previous classes to make sure that students retain information. It also reinforces the necessity that this information must be continually reviewed to prepare for their boards and externship.

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

Case studies are continually added to the coursework and tests. These case studies provide lab results on patients along with history and symptoms to help students put together information from all of their classes to look for clinically significant lab results to make sure results are accurate and reliable.

#### 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
ASCP BOC	6	5	83

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

We will continue to review many areas that students need to know for their boards that they encounter a high level of technology so they don't necessarily think about things like identifying cells, formulas and flow charts on a day to day basis.

**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?

We have clinical evaluations which include the program competencies for every department on Trajecsys and clinical site coordinators fill out the evaluations on our students.

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

Some changes were made to the worksheets students are required to fill out during externship to reflect the changing technology. More case study questions have been added to the four online tests students take during externship to help prepare them for the boards. They also still have access to Media Lab and Med Training modules to help them review for areas they don't see on a daily basis.

**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?

Demonstrate competency in Clinical Urinalysis

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

Assessment was made using the clinical evaluation forms on Trajecsys. The supervisors at each clinical site is responsible for completing the evaluations at the midterm and final dates of the externship.

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

An average of a 7.5 out of a range of 5.5 - 9.5 is expected. This benchmark is reflects that the student has met the expectations of an entry level technician.

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?)

Students have met the benchmark for Clinical Urinalysis on the Program assessment, but we have noticed that students are not able to do as many microscopic UAs due to technology in the field. They also do not get to see as many body fluids at their extern sites. We have added more labs in ML 121 Urinalysis to help students become more confident in their analysis. We are also getting UA's from a nephrology clinic where students are seeing abnormal cells, crystals and casts. We have also added a Body Fluid simulator module to the ML 121 class so students can practice manual cell counts in labs in case they have a limited amount at their externship.

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

I have provided a sheet for each student to document their microscopic UAs. This is a way to make sure each student is performing a minimum number at each site to ensure competency. We will continue to monitor clinical urinalysis evaluations from extern site and on our program assessment.

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?

Too early to determine

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.

89%. The benchmark has been met. We are a Build Dakota program which means there is a high need for Medical Laboratory Technicians.

**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.

84% The benchmark has been met. Admission requirements are continually being monitored to make sure our retention meets our benchmark.

**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.

88% The benchmark has been met.

**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%. The benchmark has been met.

**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?

We conduct our own surveys but the Noel Levitz was not given this cycle. 100% of the students were either very satisfied or satisfied.

**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?

We conduct our own surveys and 100% of students were either very satisfied or satisfied with our students.

**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?

We conduct our own surveys and 100% of employers were either very satisfied or satisfied with our students.

**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?

Shirlyce and I attended the CLEC convention in Feb. 2019. We have also completed many Media Lab and Med Training online modules to keep up to date on new information.

How were these activities used to improve this program?

The CLEC convention allows us to interact with other lab educators and discuss different ways to conduct lectures and labs. It also allows us to keep up to date on the changing technology in the lab and make sure our students have the newest information.

**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)?

An attendance contract was implemented for the externship. The student handbook has always had a policy on attendance but we made some changes and the student reviews it with the program director and it is then signed. This additional action makes sure the student understands the repercussions that can occur when there are issues with attendance and the actions that will be taken. It was also discussed to implement an academic integrity contract that students will sign before taking their certification test. With social media, many students are attempting to share questions from the boards and others are conducting fraud by using other MLTs certification numbers. This contract specifically spells out the need to keep questions and certification numbers confidential.

Indicate the personnel responsible for implementing the changes:

Lynne Smith

Implementation date:

**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?*

Anticipated costs: