

Mitchell Technical Institute

Annual Program Assessment Review

Department Head:

Program:

Date:

As a department, please review the following direct and indirect measures 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 committee, instructors, students, etc.) and changes made, if any:

We did change the wording of the outcome of 4a of the annual program assessment to correlate better with our student and employer survey.

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"/>

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

Microbiology and Bloodbanking syllabi were reviewed at the advisory board meeting in September. No changes were made at this time.

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 committee, instructors, students, etc.) and changes made, if any:

The annual program assessment was reviewed which contained the competencies of the program at the advisory board meeting. No changes were made at this time.

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 objectives 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 checked="" type="checkbox"/>
Class participation	<input checked="" type="checkbox"/>
Portfolio projects	<input type="checkbox"/>
Capstone projects	<input checked="" type="checkbox"/>

Other projects	<input type="checkbox"/>
Video tapes 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 objectives/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 added more case studies to our tests to continue to help prepare students for the clinical setting.

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

These case studies help the students apply the knowledge they have learned in the classroom. They get to analyze the lab results given and identify and evaluate the possible diagnosis of the patient and if the results make sense based on the information provided.

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
BOC ASCP	10	8	80

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

Hematology was a section that tends to have lower scores. We have tried to incorporate more reviews and focus on information needed for the boards that are not used on a daily basis in the externship due to technology.

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 use clinical and affective domain evaluations on Trajecsys at the clinical sites.

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

We have included more review for Hematology to include more differentials and review of important information needed for boards.

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 was assessed this year?

Demonstrate competency in clinical hematology

2. How did you assess student achievement of this program outcome? (What measure 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 for achievement of this outcome?

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. (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?)

All of the students have met the benchmark but it was noted that many students do not get an opportunity to do many differentials now due to the technology of the hematology machines at their sites. It was noted that additional opportunities are needed to give the students confidence especially when identifying abnormal cells.

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

We have purchased an online WBC stimulator program where the students can do differentials at their extern site and in the classroom. These differentials can be graded and an explanation is given for any cells that are identified incorrectly. This allows the students to continually practice to become more proficient.

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?

We will continue to gather data to see if the evaluation scores in this area improve. This is the first class that was able to use this program in the classroom and continue to use in the externship.

[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.

61%, We have provided admissions with supplemental material such as a power point of a MLT career. We also compiled a fact sheet to take to career fairs and to use for student recruitment.

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.

83% this does meet 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.

83%. This benchmark was met.

K. 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?

This benchmark was met. The Noel Levitz survey was used for this survey.

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?

This benchmark was met.

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?

This benchmark was met.

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?

We have completed online modules to keep up to date on the different lab areas and we are scheduled to attend CLEC in February to network with other lab educators.

How were these activities used to improve this program?

It will help to keep current on changing lab tests and information and incorporate new ways to teach our students.

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 Committee Recommendations

Suggestions and changes recommended by this program's advisory committee are addressed and implemented by the program.

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

No concerns were brought to our attention so nothing has been changed at this point.

Indicate the personnel responsible for implementing the changes:

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?

At this time we do not have any items that will affect the budget we were able to purchase some equipment through a grant so at this time we do not have any big requests.

Anticipated costs: