

Mitchell Technical Institute

Annual Program Review

Program Director: Paula Schmidt

Program: OL Medical Office Profess...

Date: 1/7/2020

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:

Advisory board met and changes were implemented to change from a transcribing class to a medical record proofreading and speech recognition and auditing program. Case Study Coding will continue to focus more on getting the student prepared to take to coding certification test by offering more multiple choice and review.

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:

Medical Office Administration was reviewed by Donna Appletoft. No changes were made and she did a great explanation of the many different competencies that she uses for the face to face class.

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:

Competencies were reviewed in both department meetings and advisory board meeting and no changes were made. Med Term book needs to be changed though because the one we were using has become obsolete. Caduceus program is now being used. Anatomy is also using an access code and online presence with eBook. New book for Transcription to help with the change to the auditing and proofreading.

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 type="checkbox"/>
Written essays	<input 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 checked="" type="checkbox"/>
Peer evaluations	

	<input type="checkbox"/>
Self evaluations	<input checked="" type="checkbox"/>
Class participation	<input checked="" type="checkbox"/>
Portfolio projects	<input type="checkbox"/>
Capstone projects	<input type="checkbox"/>
Other projects	<input type="checkbox"/>
Videos of student mastery	<input type="checkbox"/>
Lab demonstrations	<input type="checkbox"/>
Simulations	<input 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):

Transcription was changed from a transcribing class to medical record proofreading and auditing.

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

Performance evaluations are measured in their internship evaluations.

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
HIPAA	10	10	100
CPR	9	9	100

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

None

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?

I do a site visit with the Supervisor (either face to face or online) half way through the internship and the supervisors complete a mid term and a final evaluation on the student.

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

Once again, transcription was changed because students were not getting transcription experience but they do need the proofreading and auditing skills.

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?

Competently use medical terminology required in medical correspondence, preparing forms, documents and transcribed material.

Correctly use medical software applications to manage records and data electronically.

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

A new program through Caduceus was used that students could view online lectures, flashcards and self-tests to help them learn the information and prepare for chapter tests, midterm exam and a comprehensive final exam. There was no textbook and everything was done online. Measures used were unit tests, a midterm test and a final exam.

Students have an application portion and a theory portion to show competency of each unit.

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

Overall passing grade of a C or better is needed (76%) to pass the class. Students were required to complete the self-tests for each unit with a 100% before moving on to take the unit test.

Students have to have an overall 76% to pass the class.

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 passed the class but course evaluations from the students revealed that the students would like more practice and different tools to assess their progress instead of the same way every unit. They asked for something more to assess their learning.

Benchmark was met. Some chapters require more time and the schedule reflects the extra time needed so students have a good understanding of the concepts before moving on.

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

We will look closer into the Caduceus program and see if this is something we want to continue or if we should look at other resources.

Changes are made periodically based on student's questions and concerns.

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?

The Caduceus program will be reviewed to see if want to continue on and how to improve it if it still gets used.

[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.

65% We did go up from last years 55%. We are working hard with admissions to see what we can do to improve and get the word out there. I am trying to meet with each potential new student as well while they are in the admissions process.

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.

73% This is the first year of not meeting.

While the seven students who were not retained each had their own unique set of circumstances, if one of those seven students had returned MOP would have met the 75% goal.

As we discussed opportunities for improvement, we didn't focus on what could have changed the results for those seven students as much as what can be done to help all of the students in the MOP program. In addition many of the ideas discussed would be beneficial in other online programs.

1. Communication from Instructors is Key
 - a. Alerts
 - b. Notification of Advisors

1. Online Orientation
 - a. Online Basics, especially time management
 - i. *Amy will look to incorporate Fall 2020*

1. MyMTI
 - a. Am I able to get an alert of "no log in" after a set number of days?
 - i. *Amy is researching*

1. Online Homework Hotline
 - a. Chat Room for a Study Table at certain dates/times?
 - i. *Mentioned to Danita and she is working with online instructors*

1. Books
 - a. e-Books
 - i. Electronic books are very difficult for many MOP students.
 - b. Students without Books
 - i. CSS can help facilitate and be liaison with bookstore.

1. Internship
 - a. Students acknowledge there is an internship commitment when beginning the program but then do not complete the internship because they can't quit working during that time.
 - i. *I am going to talk to Hillary about the MOP students completing a document regarding their internship when they begin the program.*
 1. *It will be non-binding but it will be a way to reinforce the internship requirement.*

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.

64% We keep improving every year, and once again if face to face students were included we may actual meet the goal. The internship portion is what throws the students off. They need to work and can't afford to quit their job to intern and it puts them behind.

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.

86%

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 applicable this year.

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 applicable this year.

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?

No applicable this year.

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 Weisser will complete her Bachelors degree this May. Donna Appletoft has completed her CDEO certification, she is a certified documentation expert, outpatient. Paula Schmidt continues to take continuing education classes to keep up her certified professional coder certification.

How were these activities used to improve this program?

All of the extra knowledge is needed to stay up to date on the many changes that are made in the medical field on a regular basis.

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)?

Transcription class has been a main focus of the Advisory Board for the last couple of years. This year the suggestion was actually put in place into the class and the Transcription class was revamped to include more auditing and proofreading. A new book was used called Medical Transcription Projects which include projects involving proofreading, auditing and speech recognition. Students struggled at first, but once they knew what to look for and got used to the layout of the class and the assignments required it improved dramatically throughout the semester.

Indicate the personnel responsible for implementing the changes:

Paula Schmidt

Implementation date:

8/26/2019

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?

None

Anticipated costs: