Mitchell Technical Institute

Annual Program Assessment Review

Department Head: Paula Schmidt

Program: OL Medical Office Profess...

Date: 1/7/2019

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: 1/7/2019
2. Explain how outcomes were reviewed this year (i.e., input from advisory committee, instructors, students, etc.) and changes made, if any:

Advisory Board met and changes to Transcription class were discussed to change from more of a transcribing class to a medical record proofreading and auditing. Face to face MOP is in the process of changing to more of a hybrid class. Case Study Coding changes were also discussed and the changes from last year were a success.

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	☑

1. Date of review: 1/7/2019
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:

Computers in the Medical Office was the syllabus reviewed at advisory board meeting. No changes made.

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: 1/7/2019
2. Explain how competencies were reviewed this year (i.e., input from advisory committee, instructors, students, etc.) and changes made, if any:

Competencies were reviewed in both department meetings and advisory board and no changes were made.

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	☐
Written essays	☐
Written reports	☑
Examinations	☑
Quizzes	☑
Comprehensive final exams	☑
Journals	☑
Peer evaluations	☐
Self evaluations	☑
Class participation	☑
Portfolio projects	☐

Capstone projects	☐
Other projects	☐
Video tapes of student mastery	☐
Lab demonstrations	☐
Simulations	☐
Clinical/internship observations	☑

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):

Case Study Coding class now includes more preparation for the certification test and more sample questions are given with a time limit.

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	16	16	100
CPR Certification	6	6	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 or visit with the Supervisor 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?

The evaluation wording was changed a little bit to include more work ethic and teamwork evaluations.

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 proficiency in computerized billing in entering and/or processing medical insurance claims.

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

CMS1500 Claim forms are completed throughout the semester in Medical Insurance and Billing class for different insurance companies to assess the outcome.

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

Average passing grade of 76% for each assignment. Each assignment had an average of 25 points.

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?)

The very first claim form average was a C and the very last claim for assignment of the semester was an A average for the students that completed the assignment. 2 students did not complete the assignment. Benchmark was met.

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

The progress made is what to be expected. Progression was seen throughout the semester and the benchmark was met. No changes will be made. More practice claim form could be done at the beginning, but I don't expect them to be perfect on the first claim forms of the semester.

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.

No it does not at 55%. It seems that we go back and forth, one year we meet the benchmark and another year we don't.

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.

Yes I am at 75%.

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.

55%. I do not meet the benchmark, but have improved from last year.

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.

Yes at 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?

Students seemed to want more feedback so we added a section in our syllabi about feedback in the online learner roles and responsibilities to include: Lastly, if you ever find that you didn't get the feedback that you needed on an assignment, then email me. Just be sure to ask me specific questions about specific parts of the assignment. This is an important part of the learning process, so engage me on this.
We also made online services more readily available to online students such as tutoring being available to online students through Skype.

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 at 83%.

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 at 100%.

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?

> Donna successfully passed the Certified Professional Biller certification test through the AAPC. - CPB

How were these activities used to improve this program?

> She can use the knowledge to improve her Insurance/Billing class.

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)?

Transcription class will be changed to add more proofreading and auditing skills. MOP program continues to be offered both face to face and online with face to face needing to take only a few online classes that are not offered face to face due to enrollment. An advising worksheet was developed for admissions to use when promoting the program.

Indicate the personnel responsible for implementing the changes:

Paula Schmidt

Implementation date: 1/7/2019

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?

No changes will be made.

Anticipated costs:

None