

PROGRAM INFORMATION	Program	Medical Assistant
	Submitted by:	Lisa Johnson
	Year	2021-2022
	Date of Review	2022-01-06
	Form Key	3f7d9329-9b85-4c33-85ab-1b1c4fcfa8f5
PROGRAM OUTCOMES	Explain how program 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, Donna Appletoft and Shirlyce Weisser. All outcomes have a benchmark that need to be met
	Outcomes are up to date in WIDS and on the program's web page	Yes
SYLLABI	ADA Statement	Yes
	Competencies	Yes
	Course Description	Yes
	Course Title and Number	Yes
	Credit Hours	Yes
	Freedom of Expression Statement	Yes
	Grading Criteria	Yes
	Instructor	Yes
	Academic Integrity Policy	Yes
	Nondiscrimination Statement	Yes
	Office Hours/Contact Information	Yes
	Prerequisites	Yes
	Required Text(s)	Yes
	Syllabi Up to Date in WIDS	Yes
	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.	MA 123 Pathophysiology - SPCM 140 Health Communication Lisa shared the syllabus for MA 123 Pathophysiology. This 3-credit course is taken by first year MA students in the spring semester. The new edition of the textbook will be used this coming spring, and students will no longer need to buy a workbook for the course. Lisa has incorporated homework activities in MyTech. Donna shared the syllabus for SPCM 140 Health Communication. This was a new course last year. MA students take SPCM 140 as a general education course in place of a computer applications course. Course evaluations collected last spring showed that students give high marks for the course; they value the information and skills taught in the course as important to their future profession. Board members discussed how important communication skills are in health care. Many times, medical assistants are the first person who deals with a patient, and that interaction can make or break the outcome of the appointment. There seems to be more anxiety and distress – and also dissatisfaction – among patients towards the medical profession. How MA's interact with patients is critical in diffusing a difficult situation. Donna shared some of the projects and activities she has incorporated into the class. Maddy took the course last year; she thought the activities were fun and helped her learn the importance of communicating effectively.
PROGRAM COMPETENCIES	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
	WIDS Up to Date	Yes
COURSE ASSESSMENTS USED IN PROGRAM CHECKLIST	Capstone	No
	Class Participation	Yes
	Clinical/internship observations	Yes
	Examinations	Yes
	Comprehensive Final Exams	Yes
	Journals	Yes
	Lab Demonstrations	Yes
	Oral Examinations/Presentations	Yes
	Other Projects	Yes
	Peer Evaluations	No
	Portfolio Projects	No
	Quizzes	Yes
	Self Evaluations	No
	Simulations	Yes
	Videos of Student Mastery	Yes
Written Essays	No	
Written Reports	No	
ALIGNED AND APPROPRIATE ASSESSMENTS	Assessments used in the program are matched to the outcomes/competencies for the program.	Yes
	Give examples of how assessments used in the program reflect higher-level thinking skills, such as applications, analysis, synthesis, and evaluation.	On all competencies (Psychomotor) students need to answer question on the cognitive domain and use 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.

	Explain changes in the assessments used in your program since your last review (include input received and rationale)	No new assessments since January 2021
INDUSTRY CERTIFICATIONS	Explain any changes made or planned in the program based on assessment of industry certifications used in the program.	We are continuing to use True Learn that was introduced in 2020. This software has shown strength in student knowledge to prepare for the CMA test after graduation. Students are encouraged to use the practice tests on the AAMA website along with other CMA testing Apps to help them prepare for the exam.
INTERNSHIPS/CLINICALS	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, clinical/laboratory skills and employee skills which make up 75% of their grade. The extern will be expected to submit weekly journals, time sheets, and online testing. The testing includes anatomy and physiology, medical terminology, administrative, clinical and lab cognitive domain questions similar to the questions on the CMA/RMA test
	As you reviewed results of internship/externship evaluations, what curriculum changes were made or are planned in your program?	Continue to practice in the simulation lab or one on one with students to prepare them for their externship.
ENROLLMENT	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 90% Benchmark was met.
RETENTION	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 68% Medical Assistant Retention - This percentage was reflected of COVID requirements of clinical sites 2020 Retention – 65% 2019 Retention – 70% 2018 Retention – 85% Reviewed previous meeting notes 2019 Student Alerts and communication with The CSS is good Data High School No noticeable deficiencies in high school GPAs of students who were not retained or did not graduate Placement No noticeable deficiencies in placement test scores of students who were not retained or did not graduate Equity No data New report not available prior to meeting 2020 Discussion Going online heightened academic and time management challenges of students Students beginning in Med Assist who don't plan on completing program is a concern Won't hurt Mitchell Tech retention rate if the student attends a Mitchell Tech program (i.e. LPN) Does hurt accreditation retention The students take a trigger course, MA 106 Medical Laboratory Fundamentals, during the first semester. Med Assist surveys students after 10-day count to find out more about intent and goals of student. Move survey earlier in the first semester so we can effectively counsel and correctly classify students.
GRADUATION	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 rate was 57%-retention plan will also help the graduation rate
PLACEMENT	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% placement
STUDENT SATISFACTION	If this benchmark is not met, what strategy or strategies will be implemented to address this measure?	Benchmark was met- no gap greater than 1
ALUMNI SATISFACTION	If this benchmark is not met, what strategy or strategies will be implemented to address this measure?	100% alumni satisfaction and faculty read through the feedback and no action needed at this time.
EMPLOYER SATISFACTION	If this benchmark is not met, what strategy or strategies will be implemented to address this measure?	89% -benchmark was met. Faculty reviewed surveys and no action needed at this time.

PROFESSIONAL DEVELOPMENT	What professional development activities have instructors in this program completed in the last year?	Training sessions help the instructors improve on the lesson plans to help keep students engaged along with keeping their skills updated
	How were these activities used to improve this program?	Instructors in the program have the opportunity to obtain CEU's. Both instructors were not able to attend the state CMA convention for CEU's due to COVID pandemic as the convention was cancelled. Instructors utilize training sessions at MTC for professional development. One instructor works in her related field in the summer at a family practice clinic. The other instructor did virtual CEU's towards her CPC certificate.
PROFESSIONAL ORGANIZATIONS	Do faculty members belong to professional organizations associated with this program?	Yes
	If no, explain why.	
	Are students made aware of the professional organizations for their career field?	Yes
All	What changes were or will be made to this program based on feedback provided at the past year's advisory board meeting(s)?	No changes based on Advisory board meeting held on December 17, 2021
	Implementation Date	2022-01-06
	Indicate the personnel responsible for implementing the change(s):	Lisa Johnson
PROGRAM IMPROVEMENT PLANS AND BUDGET	As you review this past year, what changes do you propose for the next school year that will affect the program's budget?	No high cost items are needed at this time.
	Cost	