

<b>PROGRAM INFORMATION</b>	<b>Program</b>	<b>Medical Assistant</b>
	Submitted by:	Lisa Johnson
	Year	2023-2024
	Date of Review	2024-01-05
	Form Key	792d1388-41c3-475b-8203-cf6a1985f5a4
<b>PROGRAM OUTCOMES</b>	<p>Explain how program outcomes were reviewed this year (i.e., input from advisory board, instructors, students, etc.) and changes made, if any:</p>	<p>Program outcomes were reviewed by our advisory board members, Lisa Johnson, Donna Appletoft, and Shirlyce Weisser. We have reviewed our student survey's and all benchmarks of the outcomes were met. Changes were made to the student evaluations by the externship site to clarify the grading process on how each outcome it met based on their performance.</p> <p>Lisa has revised the evaluation form to make it explicit that the score in each skill area should be for the student's performance in that area and not for anything else. Scoring is clearly tied to the skill. For example, in the administrative scoring section, a "5" is defined as "professional and excellent work. There are no major areas of needed improvement, and the student/extern exhibits an exceptional degree of responsibility, accuracy in phone techniques, scheduling of patients, managing appointments, checking in patients, and scheduling patient procedures." If the student scores less than a 5, then comments are requested on the specific administrative skills that need improvement. Professionalism and other affective domain areas are scored in a separate rubric. This will give program faculty more complete information on any areas that are possibly lacking when students go out on their externships.</p>
	Outcomes are up to date in WIDS and on the program's web page	Yes
<b>SYLLABI</b>	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.	Syllabi reviewed were MA 106, MA 112, MA 113.
<b>PROGRAM COMPETENCIES</b>	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 - Standards were updated 2022.

	<b>WIDS Up to Date</b>	Yes
<b>COURSE ASSESSMENTS USED IN PROGRAM CHECKLIST</b>	<b>Capstone</b>	No
	<b>Class Participation</b>	Yes
	<b>Clinical/internship observations</b>	Yes
	<b>Examinations</b>	Yes
	<b>Comprehensive Final Exams</b>	Yes
	<b>Journals</b>	Yes
	<b>Lab Demonstrations</b>	Yes
	<b>Oral Examinations/Presentations</b>	Yes
	<b>Other Projects</b>	No
	<b>Peer Evaluations</b>	Yes
	<b>Portfolio Projects</b>	No
	<b>Quizzes</b>	Yes
	<b>Self-Evaluations</b>	No
	<b>Simulations</b>	Yes
	<b>Videos of Student Mastery</b>	Yes
	<b>Written Essays</b>	Yes
<b>Written Reports</b>	No	
<b>ALIGNED AND APPROPRIATE ASSESSMENTS</b>	Assessments used in the program are matched to the outcomes/competencies for the program.	Yes
	Explain changes in the assessments used in your program since your last review (include input received and rationale).	We continue to follow all of the updated 2022 Standards from MAERB.
	Give examples of how assessments used in the program reflect higher-level thinking skills, such as applications, analysis, synthesis, and evaluation.	On all Psychomotor and Affective competencies students answer questions on cognitive domain on a mock patient. Each competency has a time limit and must be passed with 83% or higher.
<b>INDUSTRY CERTIFICATIONS</b>	Explain any changes made or planned in the program based on assessment of industry certifications used in the program.	We continue to use True Learn for practice testing and will be introducing the practice testing in Cengage for practice testing. The True Learn software has shown strength in student knowledge to prepare for the CMA exam after graduation. Students are encouraged to use other practice testing that are available. They are also encouraged to purchase the practice testing through the AAMA to prepare them for their CMA exam.
<b>INTERNSHIPS/ CLINICALS</b>	How do you evaluate program competencies or learning objectives during internship/externship experiences?	Each clinic supervisor will evaluate the students with the revised grading form on the administrative, clinical, and laboratory skills. A rubric has been implemented on the affective domains and employee skills. This will make up 75% of the student grade. The extern will submit weekly journals, time sheets, and True Learn testing. The True Learn testing includes anatomy and physiology, medical terminology, administrative, clinical and lab cognitive domain questions which are similar to the questions on the CMA or RMA exam.

	<p>As you reviewed results of internship/externship evaluations, what curriculum changes were made or are planned in your program?</p>	<p>Curriculum change that will be implemented in the fall of 2024 after approval from MAERB will be condensing the three lab classes into two classes. Content that is no longer needed for MAERB standards will no longer be in the curriculum.</p>
<p><b>ENROLLMENT</b></p>	<p>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.</p>	<p>Enrollment was 55% Benchmark was not met. Retention has been a recurring issue for the program and resulted in MTC needing to complete an expanded action plan this year to address student retention. This involved identifying the top three factors (career changes, academic, mobile population) in why students don't complete the program. Two-thirds of MTC's students who were not retained left because they had changed their mind or had not been committed to the program from the first. In some cases, students enrolled in MA only because they hadn't gotten into their first-choice program. We have been working on retention for the past several years and have implemented many strategies to bring up retention. Admissions counselors talk to students about the MA career profession and the value of earning an MA credential for their career. Lisa and Donna meet with students in the first week to discuss their career goals and intentions; they also meet one-on-one with students in subsequent semesters to advise students on their education. Two additional plans were developed to specifically address the leading factors that we have identified. First, a modified program sequence has been created for students who enroll without a commitment to the MA degree. They won't be enrolled in the program's "trigger course" in their first year. That way they won't be in the MA cohort and counted against the program's retention rate until they've had time to determine whether they do want to be in the program. The second plan is to conduct a study of program and general ed courses to see if we can determine barrier courses. We would work with the Center for Student Success to develop strategies in courses that have proven to be more difficult for students.</p>
<p><b>RETENTION</b></p>	<p>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.</p>	<p>Retention rate was 96% Benchmark was met</p>
<p><b>GRADUATION</b></p>	<p>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.</p>	<p>Graduation rate was 89% Benchmark was met.</p>
<p><b>PLACEMENT</b></p>	<p>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.</p>	<p>Placement rate was 100% Benchmark was met.</p>

<b>STUDENT SATISFACTION</b>	If this benchmark is not met, what strategy or strategies will be implemented to address this measure?	Benchmark was met.
<b>ALUMNI SATISFACTION</b>	If this benchmark is not met, what strategy or strategies will be implemented to address this measure?	100% alumni satisfaction was by the MA student MAERB survey. Benchmark was met.
<b>EMPLOYER SATISFACTION</b>	If this benchmark is not met, what strategy or strategies will be implemented to address this measure?	Benchmark was met by the MAERB Employer survey. Benchmark was met.
<b>PROFESSIONAL DEVELOPMENT</b>	What professional development activities have instructors in this program completed in the last year?	Instructors attended training sessions on lesson planning to keep students engaged along with keeping their skills updated.
	How were these activities used to improve this program?	Instructors obtain CEU's. Lisa and Donna attended the State Convention. Instructors utilize training sessions at MTC for professional development. Program Director works in her nursing career.
<b>PROFESSIONAL ORGANIZATIONS</b>	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
<b>ADVISORY BOARD RECOMMENDATIONS</b>	What changes were or will be made to this program based on feedback provided at the past year's advisory board meeting(s)?	Advisory Board agreed to the curriculum changes in lab as well as the externship evaluation grading form.
	Implementation Date	2024-04-01
	Indicate the personnel responsible for implementing the change(s):	Lisa Johnson and Shirlyce Weisser
<b>PROGRAM IMPROVEMENT PLANS AND BUDGET</b>	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 needed at this time.

Cost