

<b>PROGRAM INFORMATION</b>	<b>Program</b>	<b>Medical Assistant</b>
	Submitted by:	Lisa Johnson
	Year	2024-2025
	Date of Review	2025-01-10
	Form Key	b6d57037-7224-4f8d-8e8b-28afb04ffe14
<b>PROGRAM OUTCOMES</b>	Explain how program outcomes were reviewed this year (i.e., input from advisory board, instructors, students, etc.) and changes made, if any:	We reviewed our program outcomes with the advisory board members, Donna Appletoft, Shirleyce Weisser and Lisa Johnson. The past advisory board meeting we reviewed the program learning outcomes (PLO's): The program outcomes were not changed as moving away from the associate degree and starting the diploma degree.
	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)	No
	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 107 Laboratory Fundamental Procedures as this is a new course in the diploma program. MA 111 Medical Office Procedures course is part of the associate program and will be the same in the diploma program.	
<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 2022 Standards
	WIDS Up to Date	Yes
<b>COURSE ASSESSMENTS USED IN PROGRAM CHECKLIST</b>	Capstone	No
	Class Participation	Yes
	Clinical/internship observations	Yes
	Examinations	Yes
	Comprehensive Final Exams	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 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 an 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 are maintaining our use of True Learn for practice testing in preparation for the CMA exam. Additionally, we implemented Cengage practice testing in the spring of 2024. True Learn has demonstrated its effectiveness in enhancing students' knowledge and readiness for the CMA Exam upon graduation. Students are also encouraged to consider purchasing additional practice tests through AAMA to further prepare for their examination.
<b>INTERNSHIPS/ CLINICALS</b>	How do you evaluate program competencies or learning objectives during internship/externship experiences?	Clinic supervisors will assess students using a grading form that evaluates their administrative, clinical, and laboratory skills, as well as their affective domains and professional competencies. This evaluation constitutes 75% of the overall student grade. Throughout their externship, students are required to submit weekly journals, time sheets, and assessments of their learning progress.
	As you reviewed results of internship/externship evaluations, what curriculum changes were made or are planned in your program?	Curriculum modifications will commence in the fall of 2024, specifically concerning the diploma program. The assessments related to these changes are scheduled for review in the summer of 2025.

<b>ENROLLMENT</b>	<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 did not reach the established benchmark. Mitchell Technical College's diploma program commenced in August 2024, following approval from MAERB and CAAHEP. Due to the limited timeframe for recruitment after receiving approval in July, the fall cohort was smaller than anticipated. As of now, 12 students have been accepted for the fall 2025 recruitment. Additionally, students have been accepted for spring starts to complete the program and obtain their diploma. Due to low enrollment figures, the MA program will introduce the Build Dakota Scholarship, which will become available in the fall of 2025. This initiative, supported by industry partners, aims to broaden the pool of eligible students for scholarships that cover the full cost of their education. In return, recipients will commit to working in their field for three years following graduation.</p>
<b>RETENTION</b>	<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>The benchmark has been successfully achieved.</p>
<b>GRADUATION</b>	<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>The benchmark has been successfully achieved.</p>
<b>PLACEMENT</b>	<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>The benchmark has been successfully achieved.</p>
<b>STUDENT SATISFACTION</b>	<p>If this benchmark is not met, what strategy or strategies will be implemented to address this measure?</p>	<p>The benchmark has been successfully achieved.</p>
<b>ALUMNI SATISFACTION</b>	<p>If this benchmark is not met, what strategy or strategies will be implemented to address this measure?</p>	<p>The MAERB survey conducted among MA students indicated a 100% satisfaction rate among alumni. This benchmark has been successfully achieved.</p>
<b>EMPLOYER SATISFACTION</b>	<p>If this benchmark is not met, what strategy or strategies will be implemented to address this measure?</p>	<p>The benchmark established by the MAERB Employer survey has been achieved.</p>

<b>PROFESSIONAL DEVELOPMENT</b>	<b>What professional development activities have instructors in this program completed in the last year?</b>	Instructors participated in sessions focused on lesson planning to enhance student engagement while also ensuring their skills remain current.
	<b>How were these activities used to improve this program?</b>	Instructors have successfully earned Continuing Education Units (CEUs). Lisa and Donna participated in the State CMA Convention. The instructors engage in training sessions at MTC to enhance their professional development, while the Program Director conti
<b>PROFESSIONAL ORGANIZATIONS</b>	<b>Do faculty members belong to professional organizations associated with this program?</b>	Yes
	<b>If no, explain why.</b>	
	<b>Are students made aware of the professional organizations for their career field?</b>	Yes
<b>ADVISORY BOARD RECOMMENDATIONS</b>	<b>What changes were or will be made to this program based on feedback provided at the past year's advisory board meeting(s)?</b>	Due to low enrollment figures, the MA program will introduce the Build Dakota Scholarship, which will become available in the fall of 2025. This initiative, supported by industry partners, aims to broaden the pool of eligible students for scholarships that cover the full cost of their education. In return, recipients will commit to working in their field for three years following graduation.
	<b>Implementation Date</b>	2025-01-10
	<b>Indicate the personnel responsible for implementing the change(s):</b>	Clayton Deuter
<b>PROGRAM IMPROVEMENT PLANS AND BUDGET</b>	<b>As you review this past year, what changes do you propose for the next school year that will affect the program's budget?</b>	The expenses associated with medical supplies for the classroom have increased. As a result, we will need to adjust the budget allocation accordingly. We propose a \$1,000 increase to our supply budget, pending approval from the CFO.
	<b>Cost</b>	\$3,000