

Annual Academic Program Assessment Report

Degree and Program: A.A.S. Medical Assisting

Department: Health Programs

Department Head: Laura Young

Academic Program Year Reviewed: 2019

Assessment Coordinator: Ryan Mulcahy

Questions about report directed to:

Report approved by: Dave Gurchiek

Brief Program Narrative (1-2 paragraphs):

- Program Mission or general description of program

The Mission of the Medical Assistant Program at Highlands College, Montana Tech is to provide a balanced education of cognitive, psychomotor, and effective learning n courses to ensure well educated students are employable in the healthcare field. The program structure is designed to prepare student for employment, national registration, lifelong learning, and a successful career.

- Context: changes/challenges throughout the year that impacted outcomes; rationale for any changes throughout the year, etc.

Section 1: Program Educational Objectives Please list your current Program Education Objectives.

Program Educational Objectives:

- Identify the foundations of basic clinical knowledge and professional skills necessary for functioning in the role of Medical Assistant in a medical practice.
- Understand basic information in the US Healthcare System, ambulatory care, and scope of Medical Assistant practice in Montana.
- Understand legal and ethical considerations related to medical practices.
- Understand and perform patient assessment in the clinical field including taking vitals/history
- Understand and carry out clinical procedures related to patient care in a clinical practice.
- Understand the elements of a patient's personal health record, how it is used, who owns it, and its implementation from paper to electronic.
- Understand the use and function of an EHR and how to navigate its information in entirety.
- Understand the continuum of care for patients through referral sources, various providers, and various specialists.
- Understand the role of Insurance and payment in medical care and how to give Prior authorization for medical procedures.
- Identify and describe safety-related and emergency preparedness issues.
- Identify common pathologies and how they affect body systems.
- Describe common methods for diagnosing and treating pathologies.
- Compare how body structure and function changes across the life span.
- Discuss quality control issues when handling specimens.
- Identify the differences between CLIA-waived and non-waived testing and how this affects the ambulatory clinical laboratory.
- Analyze charts, graphs and/or tables in the interpretation of healthcare results, and how to correctly maintain common charts (such as growth charts).
- Distinguish between normal and abnormal test results.
- Identify resources and adaptations that are required based on individual needs.
- Identify and describe safety-related and emergency preparedness issues.

1. Including this year, when were the last two academic years you reviewed Program Educational Outcomes? 2017, 2018
2. Are your Program Educational Objectives available on the department or program website?
 - a. Yes
 - b. No
3. Are your Program Educational Objectives available in the Montana Tech Catalog?
 - a. Yes
 - b. No

4. Please describe the process of reviewing the objectives periodically.

Each year the medical Assistant staff will evaluate the number of those who successfully complete the RMA exam. Faculty will communicate effectively with clinical partners to evaluate all externship growth opportunities. Faculty will work with and independently of the MTech graduate survey to identify the employment status of graduates. The program director will annually evaluate all metrics with the department head and dean of college in efforts to maintain success, identify deficiencies, and add improvements.

5. List the stakeholders and describe how they are involved in reviewing Program Educational Objectives.

Highlands College Medical Assisting Advisory Board: Dr. Greg Schulte, Dr Jacob Taverna, Cheryl Wegly LPN, Savannah Wood MA, Kaitlyn Berger MA, Hali Peralá RN.

Medical Clinics: Community Hospital of Anaconda, South West Montana Community Health Center, Madison Valley Medical Center, Deer lodge Medical Center, Bozeman health Center. Clinical sites offer consulting on lab and skill specific items needed to maintain effective clinical skills in the workplace.

6. Describe the process by which Program Education Objectives can and will be modified.

Currently no proposed changes to the MA Program Education Objectives.

Section 2: Student Outcomes Assessment (Student Outcomes are what students should know and be able to do at the time of graduation. Assessment is an observation of whether students met the intended outcome.)

1. Does your program have student learning outcomes that have been reviewed and approved by program faculty?
 - a. Yes
 - b. No

2. Please list the student outcomes and the schedule for assessing each outcome. Each outcome should be measured at least once every three years.

Academic Year

Outcome	17-18	18-19	19-20	20-21	21-22	22-23
Obtain a solid knowledge base conducive to entering the workforce						
Demonstrate task competency, problem-solving, effective communication, and responsible work habits and ethics						
Identify with and learn from the Medical Assisting Professional Community in Montana						

3. Do you use both direct and indirect measures of learning in assessing your student outcomes? (Direct measures of learning are assessments that measure something the student has demonstrated, such as a specific test question or group of questions, completion of an assignment or project, or other learning artifact. Indirect assessments are aggregated assessments, such as grades in a course that addresses the student outcome, or they may measure the perception of a student's skill in attaining an outcome such as improving attitudes about a subject or increasing understanding of a specific field.)
 - a. Yes
 - b. No – indirect measures only
 - c. No – direct measures only

4. Have you mapped each student outcome to specific courses or extracurricular activities?
 - a. Yes
 - b. No

Student Outcome: Obtain a solid knowledge base conducive to entering the workforce

Assessment metric: *Medical Assisting*

Performance Indicators	Metric details and notes	Level of Attainment
100 % of students complete pre-requisites prior to entering coursework specific to Medical Assisting	88% of students (7/8) completed prerequisites prior to entering MA Fundamentals courses.	Below Target
100% students will have access to relevant didactic and lab learning experiences	Consumable program supplies & equipment used by 100% of the students.	Met Target
100% of students will pass mid-year and practical exams with a minimum score of 75%	88% (7/8) of the MA students passed comprehensive midyear and 7 scored above minimum score requirements. 6/7 passed the practical exams.	Below Target
100% of graduating students will be eligible to take AMT certification exam to become RMA's	88% (7/8) of the 2019 grads are eligible to take the RMA exam.	Below Target
100% of eligible students will complete the RMA exam with a passing score.	100% (7/7) eligible students passed the National RMA	Met Target
100% of students will complete 80 hours of clinical externship experience during the fall semester.	88% (7/8) students completed 80 hours of fall clinical externship.	Below Target
100% of students will complete 100 hours of clinical externship experience during the spring semester.	88% (7/8) students completed 100 hours of spring clinical externship.	Below Target
100% of students will complete externship journal assignments and MA medical skill competency checklists derived from clinical externships.	88% (7/8) students successfully turned in required journal entries related to clinical experience and showed complete skill competency on externship skills checklist.	Below Target
80% of students will attend the state Medical Assisting conference during the spring semester.	88% (7/8) students attended the State Medical Assistant conference during the spring of 2019 in Dillon MT.	Met Target
80% Students will attend one individual professional seminar.	50% (4/8) students attended a professional seminar outside of the state MA conference.	Below Target
80% of eligible students will pass the RMA certification Exam.	100% (7/7) Eligible students took and passed the RMA certification Exam.	Met Target

Notes: Ryan Mulcahy, BA, RMS, AEMT, August 2019.

Section 3: Student Learning Outcomes Evaluation (Evaluation is an opportunity for you to critically reflect on the assessment grade in the previous step, and interpret the meaning. For example, if you set a performance target of an average grade of C or higher on a lab assignment, and the target has been met someone in your program may note that while the average is C, that reflects lots of high scores, but over half the students receiving a grade of C or less, which may not be acceptable. Conversely, you may get 100% of students meeting a target, and decide that you need to increase the skill level on that target to become more rigorous.)

1. Please describe the process by which student outcomes are evaluated. *Who is involved in the process, how frequently does this process typically take place, how did you determine your evaluation grade?*
2. Have criteria been defined to determine when a student outcome needs to be reviewed or revised?
 - a. Yes
 - b. No
3. Have criteria been identified to determine when additional resources or interventions need to be implemented to ensure that students can meet the student outcomes?
 - a. Yes
 - b. No
4. Describe any modifications to the Student Outcomes Assessment that have been implemented since your last evaluation was conducted.
5. Describe any new interventions that have been recommended to help increase the percentage of students who meet the performance metric for any student objective since your last evaluation was conducted.

Student Outcome	Performance Indicator	Assessment Metric	Evaluation (Excellent, Satisfactory, Needs improvement)	Discussion/Recommended Actions	Actions Taken Since Last Evaluation
Obtain a solid knowledge base conducive to entering the workforce	<i>100 % of students complete pre-requisites prior to entering coursework specific to Medical Assisting</i>	<i>Metric 1: 88%</i>	Satisfactory	One student was unable to complete pre-requisites due to earning a failing course scores and withdrawing from the program. No recommended actions at this time.	N/A
	<i>100% students will have access to relevant didactic and lab learning experiences</i>	<i>Metric 1: 100</i>	Excellent	Add metric on completion of lab exercises in future for a more direct measure of this metric.	N/A
	<i>100% of students will pass mid-year and practical exams with a minimum score of 75%</i>	<i>Metric 1: 88%</i>	Satisfactory	One student was unable to complete pre-requisites due to earning a failing course scores and withdrawing from the program. No recommended actions at this time.	Assessed policy on retaking practical exam to allow participation in an alternative assessment.
	<i>100% of graduating students will be eligible to take AMT certification exam to become RMA's</i>	<i>Metric 1: 100</i>	Excellent	Seven graduates have taken and passed the RMA exam already, in addition to 100% being eligible to take it.	Administer practice RMA tests during the final semester.

Student Outcome	Performance Indicator	Assessment Metric	Evaluation (Excellent, Satisfactory, Needs improvement)	Discussion/Recommended Actions	Actions Taken Since Last Evaluation
Demonstrate task competency, problem-solving, effective communication, and responsible work habits and ethics	<i>100% of students will complete 180 externship hours</i>	<i>Metric 1: 88 % completed 80 hours in fall</i>	Satisfactory	One student was unable to complete pre-requisites due to earning a failing course scores and withdrawing from the program. No recommended actions at this time.	Assess credit load and course scheduling related to the ration of required classes and variable clinical externship hours.
		<i>Metric 2: 88% completed 100 hours in Spring</i>	Needs Improvement	One student was unable to complete pre-requisites due to earning a failing course scores and withdrawing from the program. No recommended actions at this time.	Assess credit load and course scheduling related to the ration of required classes and variable clinical externship hours.
	<i>80 % Students will complete competency task lists, tracked through time cards and journal entries</i>	<i>Metric:88%%</i>	Satisfactory	See Above	See Above
	<i>100% of eligible students will collect at least 2 performance evaluations from the clinical locations (Fall, Spring).</i>	<i>Metric 100%</i>	Excellent		NA

Student Outcome	Performance Indicator	Assessment Metric	Evaluation (Excellent, Satisfactory, Needs improvement)	Discussion/Recommended Actions	Actions Taken Since Last Evaluation
Identify with and learn from the Medical Assisting Professional Community in Montana	<i>Introduce 100% of students to MA Professional Organizations by attending State Conference</i>	<i>Metric 100%</i>	Excellent		NA
	<i>Students will participate in MA week during October and connect with the Community and clinics</i>	<i>Metric 100%</i>	Excellent		NA
	<i>Students will attend one professional seminar not scheduled or arranged by the program</i>	<i>Metric 50%</i>	Unsatisfactory	Professor and Program will make available option collection o scheduled professional seminars. Program will	Lecture series for campus will be provided to students with dates and times of relevant topics.

Notes: Next advisory board meeting will include discussion of retention of struggling first semester students and credit overload of the (69) credit curriculum degree. Consider removal of remedial courses and increase student time availability for Clinical Externship Hours.

Actions:

Evaluation date: August, 2019

Process Improvement

1. Are there elements of the Students Outcomes Assessment that are overly burdensome to perform or manage and need to be modified?

- a. Yes

- b. No**

If yes, please explain.

2. Please describe any weaknesses in the student outcomes assessment that need to be remedied.

3. What professional development topics would be most useful to you with respect to academic program assessment in the future?

Section 4: Contributions to Mission Fulfillment (NWCCU)

- 1. Core Theme 1 Education and Knowledge, Objective 1 Indicator of Achievement a**, identify benchmarks and program quality metrics for recruiting, enrollment, advising, retention, teaching, engagement, and research on the basis of evidence supplied by (where appropriate): student satisfaction, faculty teaching evaluations, NSSE, ETS, etc.

Recruitment

	Yes	No
Has someone from your program attended at least one recruiting event on campus this year?	X	
Has someone from your program provided tours or met with students who are visiting campus in an effort to recruit them?	X	
Has someone from your program participated in an off-campus event specifically intended to recruit students (such as a college fair or a job fair)?	X	
Has someone from your program been invited as a speaker for a career day or a panel session on careers in your field that wasn't a specific recruiting event, but where you spoke about opportunities at Tech or in specific majors?	X	
Does your program utilize a program-specific social media account to increase awareness of program activities and accomplishments?		X

Please list any other recruitment activities in which someone from your department has participated this year.

Butte High School Career Fair
Dillon High School Career Fair

Overall, were events organized by the recruiting office a good use of your time? Are there ways to increase the effectiveness?

Yes

In the future, what ways you would want to be more involved in recruitment events on campus?

Advising

Percent of program faculty who engage in face-to-face advising		
	Yes	No
Based on the information provided by the Director of Institutional Research:		
Did the percent of students registering during priority registration support your program goals?	X	
Did the percent of faculty submitting 20 th and 40 th day grades support your program goals?	X	
Are the ACE hours posted somewhere in your department where students can easily find them?	X	
Have you posted contact information for the Dean of Students and Counseling Services somewhere in your department where students can easily find them?		X

Please share any plans you have to increase participation in these activities or use these to increase retention in your program.

Enrollment

	Yes	No
Have you reviewed your enrollment trends?	X	
Have you reviewed completion rates for your department? (How many students withdrew during the semester?)	X	
Have you reviewed courses in your department with low completion rates?	X	
Does your department sponsor a discipline-specific student organization or other co-curricular activities?		X

Given the current resources in your department, what is your enrollment capacity?

10-15

What are your plans to increase or stabilize enrollment in your department?

Consider and evaluate other state MA programs and their transition to shorter certificate options. Evaluate 969) credit hours load for the A.A.S. Medical Assisting and possibly reduce to (60) credits to align with BOR standards.

Establish specific externship clinical sites that can handle a larger number of core students.

What are your plans to increase within-semester completion rates? Are there specific courses that need intervention, or are there additional services required?

NA

Retention

	Yes	No
During your program review, did you discuss		
Fall-to-spring retention rates within your program?	X	
Fall-to-fall retention rates within your program?	X	
Graduation Rates within your program?	X	
The Student Satisfaction Inventory within your program?	X	

Describe any revisions, curricular changes, or interventions designed to improve retention rates within your program.

Teaching

	Yes	No
Has someone from your academic program participated in at least one professional development activity focused on improving teaching?	X	
On Campus? Off Campus? Online? Teaching Circle?		
Has someone from your academic program offered at least one event or activity related to improving teaching?	X	
Has someone from your academic program been the recipient of a Rose and Anna Bush Award(s) and/or a Merit Award(s)?		X

What evidence do you have for high quality teaching within your program?

Online course implementation and simulation training accompany all the second year MA student curriculum.

What steps are you taking to improve teaching in your department?

Utilizing and searching for effective Moodle (online interactions) additions to our lecture courses along with improving access to online courses.

What types of professional development have you found most useful?

In person or online teaching seminars.

Engagement

	Yes	No
Has at least one person in your program been on a college-wide committee this year?	X	
Has at least one person in your program been on a university-wide committee this year?	X	
Has at least one person in your program been on a state-wide committee this year?	X	
Has at least one person in your program been involved in a national board or committee this year?		X

Research

	Yes	No
Has at least one person in your program presented their research at an external conference this year?		X
Has at least one person in your program published in a peer reviewed journal this year?		X
Has at least one person in your program written and submitted a grant proposal to an external funding agency this year?		X
Has at least one person in your program received an award related to research this year?		X

What percentage of those proposals were funded?	
What was the total amount (in dollars) awarded by external funding agencies?	

- 2. Core Theme 1 Education and Knowledge, Objective 2 Indicator of Achievement a,** summarize the educational opportunities (and participation rate) available to students in the program and participation of graduates.

	Number of Department Participants	Number of Awards
Techxpo	1	1
Undergraduate Research Program (URP)/ Summer Undergraduate Research Fellowship (SURF)		
Other funded student research		
Conference Presentations	8	
Team Competitions		
Internships	8	
Service Learning		
Symposia	8	
Other (describe):		

	Department Name (2019)
Number of Graduates	8
Participated in 0 of the above opportunities prior to graduation	
Participated in 1 of the above opportunities prior to graduation	
Participated in 2 or more of the above opportunities prior to graduation	
Percent of Graduates participating in 2 or more of the above opportunities prior to graduation	100

3. **Core Theme 2 Student Achievement, Objective 2, Indicator of Achievement d**, Percent of graduates passing standardized professional exams (i.e. ETS, NCLEX, EIT, etc.)
 - a. If there are no standardized professional exams for the program, respond with NA.

4. Core Theme 3 Engaged Faculty

	N	Number Reviewed for Teaching	Number Meeting Standards for Teaching	Number Reviewed for Research	Number Meeting Standards for Research	Number Reviewed for Service	Number Meeting Standards for Service
Full Time Tenure Track Faculty	1	1	1	1	1	1	1
Full Time Non Tenure Track Faculty							
Part Time Faculty							
Total							