



# **Medical Administrative Professional**

**Wisconsin Indianhead Technical College  
10-160-2 Associate Degree**

**2019  
Program Review**

## ACADEMIC PROGRAM REVIEW PROFILE

<b>Program Number &amp; Name: 10-160-2 Medical Administrative Professional</b>		
<b>Program Academic or Assistant Dean</b>	<b>Title and Location</b>	<b>Phone and e-mail</b>
Pam Brunclik	Dean of Academic Programs, Rice Lake	Ext 5682 <a href="mailto:pam.brunclik@witc.edu">pam.brunclik@witc.edu</a>
<b>Team Lead(s)</b>	<b>Title and Location</b>	<b>Phone and e-mail</b>
Anne Gonske	MAP/HOP Program Director/Instructor, Rice Lake	Ext 5417, <a href="mailto:Anne.Gonske@witc.edu">Anne.Gonske@witc.edu</a>
Denise Kontny	MAP/HOP Instructor, Northern campus	Ext 3179 <a href="mailto:Denise.Kontny@witc.edu">Denise.Kontny@witc.edu</a>
<b>Team Members</b>	<b>Title and Location</b>	<b>Phone and e-mail</b>
Cindy Gibson	General Studies Instructor – Rice Lake	Ext 5340, <a href="mailto:Cindy.Gibson@witc.edu">Cindy.Gibson@witc.edu</a>
Jodi Saliny	Admissions Advisor– New Richmond	Ext 4339, <a href="mailto:Jodi.Saliny@witc.edu">Jodi.Saliny@witc.edu</a>
Mike Cook	Advisory Board Member – Rice Lake	715-418-3629, <a href="mailto:Mike.Cook@my.witc.edu">Mike.Cook@my.witc.edu</a>
<b>**If you have more than 8 team members, right click within the member table above and choose insert row above or below.</b>		
<b>Self-Study Areas:</b>		
<b>Required Elements:</b> Analysis of trends from Program Effectiveness Data Profile, Analysis of results of previous program improvement plans, Progress/results of TSA (including program & employability essentials)		
Choose from a minimum of 2 of the following other areas to study	<input checked="" type="checkbox"/> Academic Advising <input type="checkbox"/> Accreditation/National or State Standards, Regulations, Compliance <input type="checkbox"/> Advisory Committees <input checked="" type="checkbox"/> Assessment of Student Learning <input type="checkbox"/> Budgeting Efficiencies/Costs per FTE <input type="checkbox"/> Career Outlook/Future Occupational Trends	

	<input type="checkbox"/> Career Pathways <input type="checkbox"/> Collaboration/Partnerships <input type="checkbox"/> Curriculum Currency/modifications <input type="checkbox"/> Delivery Methods/Distribution of Offerings/Scheduling <input type="checkbox"/> Dual Enrollment <input type="checkbox"/> Equipment <input type="checkbox"/> Facilities <input type="checkbox"/> Faculty Credentialing/Development Needs <input type="checkbox"/> Online/Technology <input type="checkbox"/> Recruitment <input type="checkbox"/> Other
<b>Program Information:</b>	
Capacity (new students admitted/year):	Open
Number of Faculty:	FT: <input checked="" type="checkbox"/> 2      PT: <input type="checkbox"/>
Statewide Curriculum:	Yes: <input type="checkbox"/> No: <input checked="" type="checkbox"/>
<b>Program Accredited by:</b>	
Date of Last Accreditation	N/A
Date of Next Accreditation	N/A
Is a visit required? If so, when is the next visit?	N/A
<b>Program Licensed by:</b>	
Date of Last Licensing:	N/A
Date of Next Licensing:	N/A
Is a visit required? If so, when is the next visit?	N/A
<b>Please list other program and individual association and organizational memberships:</b>	

## SELF-STUDY CATEGORY RESULTS

Program and Category	
<b>Program: Medical Administrative Professional</b>	
<b>Category: Analysis of Trends from Program Data Profile</b>	
<b>Resources Contact(s) for this Category:</b>	
Strengths	Opportunities
Graduate satisfaction.	Market the online programs.
Enrollment increasing since students can start any semester.	Track pathway programs that lead to additional programs.

Enrollment increasing since programs are offered entirely online.	Determine which students are enrolled in online programs.		
Job placement.	Increase retention from first year to second year students.		
	Increase matriculation of new applicants.		
	Increase degree attainment numbers.		
<p><b>**If you have more than 8 strengths and opportunities, right click within the table above and choose insert row above or below.</b></p>			
What items in this category <b>MUST</b> be addressed on our improvement plan?	Increase retention from first year to second year students.		
What items in this category <b>MIGHT</b> be addressed on the improvement plan?			
<p><b>Team Rating</b></p> <p>Please indicate by an (X) the team rating of your program on this category.</p>			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i>Exemplary—all areas exceed expectations—use as a model for other programs</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Additional Comments: (optional)			

## SELF-STUDY CATEGORY RESULTS

Program and Category	
<b>Program:</b> Medical Administrative Professional	
<b>Category:</b> Analysis of results of previous program improvement plans <b>(Previous program plans attached below in Document Management)</b>	
<b>Resources Contact(s) for this Category:</b>	
Strengths	Opportunities
Our program numbers are accurate.	Continuously monitor advisee lists to ensure accuracy.
District Wide Advisory Committee Meetings are successful and curriculum is being updated regularly.	
<p><b>**If you have more than 8 strengths and opportunities, right click within the table above and choose insert row above or below.</b></p>	

What items in this category <b>MUST</b> be addressed on our improvement plan?	Continuously monitor advisee lists to ensure accuracy and provide appropriate advisement to program students.		
What items in this category <b>MIGHT</b> be addressed on the improvement plan?			
<b>Team Rating</b>			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i><u>Exemplary</u>—all areas exceed expectations—use as a model for other programs</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Additional Comments: (optional)			

## SELF-STUDY CATEGORY RESULTS

<b>Program and Category</b>	
<b>Program: Medical Administrative Professional</b>	
<b>Category: Progress/results of TSA</b> (includes program outcomes and Employability Essentials)	
<b>Resources Contact(s) for this Category:</b>	
<b>Strengths</b>	<b>Opportunities</b>
Most of the courses have final simulations/capstones already in place.	Need to develop effective portfolio or capstone to assess TSA.
**If you have more than 8 strengths and opportunities, right click within the table above and choose insert row above or below.	
What items in this category <b>MUST</b> be addressed on our improvement plan?	Need to develop effective portfolio or capstone to assess TSA.
What items in this category <b>MIGHT</b> be addressed on the improvement plan?	
<b>Team Rating</b>	
Please indicate by an (X) the team rating of your program on this category.	

<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations—few areas need improvement</i>	<i>Exemplary—all areas exceed expectations—use as a model for other programs</i>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional Comments: (optional)			
Beginning next phase in Aug 2019, see Assessment of Student Learning for details.			

## SELF-STUDY CATEGORY RESULTS

Program and Category			
<b>Program: Medical Administrative Professional</b>			
<b>Category: Academic Advising</b>			
<b>Resources Contact(s) for this Category:</b>			
<b>Strengths</b>	<b>Opportunities</b>		
All program courses offered both Fall and Spring semesters.	Balance instructor loads.		
	HOP > ladder > MAP		
**If you have more than 8 strengths and opportunities, right click within the table above and choose insert row above or below.			
What items in this category <b>MUST</b> be addressed on our improvement plan?	Balance instructor loads. 1. Set up some type of an email template and email students with suggested courses for the next semester. 2. Fix the template of suggested course list to show all four semesters instead of only two semester.		
What items in this category <b>MIGHT</b> be addressed on the improvement plan?			
<b>Team Rating</b>			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations—few areas need improvement</i>	<i>Exemplary—all areas exceed expectations—use as a model for other programs</i>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional Comments: (optional)			

## SELF-STUDY CATEGORY RESULTS

Program and Category			
<b>Program:</b> Medical Administrative Professional			
<b>Category:</b> Assessment of Student Learning			
<b>Resources Contact(s) for this Category:</b>			
Strengths	Opportunities		
Medical Externship uses a third-party assessment completed by the site supervisor/employees that is 50% of the student's grade.	Need to develop portfolio or capstone to assess TSA.		
**If you have more than 8 strengths and opportunities, right click within the table above and choose insert row above or below.			
What items in this category <b>MUST</b> be addressed on our improvement plan?	Need to develop portfolio or capstone to assess TSA.		
What items in this category <b>MIGHT</b> be addressed on the improvement plan?			
Team Rating			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations –few areas need improvement</i>	<i>Exemplary—all areas exceed expectations—use as a model for other programs</i>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional Comments: (optional)			

## ACADEMIC PROGRAM IMPROVEMENT PLAN

<b>PROGRAM:</b>	Medical Administrative Professional
<b>Defined Outcome</b>	Increase retention from first year to second year students.
<b>Metric</b> (How will you measure whether or not the outcome has been attained successfully?) <i>*Enter answer below</i>	
Retention/First year to Second year-New Students - currently 64% - goal - 70%	
<b>Action Plan/Action Items &amp; Person(s) Responsible:</b> <i>Example: 1) Action Item #1 (Damian VonFrank, Ted May)</i>	<b>Timeline &amp; Resources:</b> <i>Example: 1) Fall 2018 – Need IT time to implement</i>

1) Obtain student retention rates data (Anne)	Fall 2019
2) Create and implement student survey looking at retention topics. Survey will include questions to discover whether or not students knew about and/or utilized the following services: Academic Coach, Educational Technology Center (ETC), Student Services, emergency student loans, writing/math lab tutors, Learning Resource Center (LRC), ??? (Denise)	Spring 2020
3) Compile and analyze student survey results in regard to barrier classes, low completion rates, and class delivery mode. (Denise and Anne)	Spring 2020
4) Implement a plan to support program students to include survey result actionable items. Create Blackboard activities to connect students to campus support services several times throughout the semesters, for example: <ul style="list-style-type: none"> <li>• Giving students points to go have their paper proofread by writing lab tutor.</li> <li>• Contacting Student Services about emergency student loans, financial aid, and credit load.</li> <li>• Installing Blackboard and email on their phone.</li> <li>• Contacting their adviser.</li> <li>• Assessing learning style at the Academic Support Center.</li> </ul>	Spring 2020
5) Work with Student Services to maintain accuracy of program student/advisee lists (1.Obtain Admission Report for each campus; Cross reference Admission Report with assigned advisees; Collaborate with Student Services to make corrections.)	Spring 2020 and ongoing
6) Balance advisee loads for improved academic advising by looking at different options for dividing the load and determining how many advisors are needed (Andrea, Student Services, Anne, and Denise)	Fall 2020 and ongoing

**\*\*If you have more than 8 action items, right click within the table above and choose insert row above or below.**

***Divisional Dean Comments:***

**I approve this plan.**

***Vice President***

**I approve this plan**

***Note: (A mid-year and year-end update will be required each year during implementation.)***

***Implementation Update (June 30, 2020):***

**Instructions: Enter update text in box below, check a box below, and enter metric and results**

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<input type="checkbox"/> <b>Met (include metric result)</b>	
<input type="checkbox"/> <b>Partially Met (include metric)</b>	
<input type="checkbox"/> <b>Not Met (include metric)</b>	



***Divisional Dean Comments:***

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***VP, Academic Affairs Comments:***

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***Implementation Update (January 31, 2021):***

<input type="checkbox"/> <b>Met (include metric result)</b>	
<input type="checkbox"/> <b>Partially Met (include metric)</b>	
<input type="checkbox"/> <b>Not Met (include metric)</b>	

***Divisional Dean Comments:***

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***VP, Academic Affairs Comments:***

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***Divisional Dean Comments:***

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***VP, Academic Affairs Comments:***

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**VP, Academic Affairs Comments:**

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**Divisional Dean Comments:**

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**VP, Academic Affairs Comments:**

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**Implementation Update (January 31, 2024):**

<input type="checkbox"/> <b>Met (include metric result)</b>	
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<input type="checkbox"/> Partially Met (include metric)	
<input type="checkbox"/> Not Met (include metric)	
<b>Divisional Dean Comments:</b>	
<input type="text"/>	
<b>VP, Academic Affairs Comments:</b>	
<input type="text"/>	

### ACADEMIC PROGRAM IMPROVEMENT PLAN

<b>PROGRAM:</b>	Medical Administrative Professional
<b>Defined Outcome</b>	Need to develop effective portfolio or capstone to assess TSA.
<b>Metric</b> (How will you measure whether or not the outcome has been attained successfully?) <i>*Enter answer below</i>	
Currently, no TSA data. TSA Met target of 85%	
<b>Action Plan/Action Items &amp; Person(s) Responsible:</b> <i>Example: 1) Action Item #1 (Damian VonFrank, Ted May)</i>	<b>Timeline &amp; Resources:</b> <i>Example: 1) Fall 2018 – Need IT time to implement</i>
1) Determine courses that develop and assess program outcomes (Anne, Denise)	Spring 2020
2) Develop portfolio guidelines and capstone assessment to meet TSA requirements (Anne, Denise)	Spring 2020
3) Document TSA results	Fall 2020 and ongoing
4) After 1st year of TSA results, reflect and make any necessary modifications to TSA assessments	Fall 2021 and ongoing
<b>**If you have more than 8 action items, right click within the table above and choose insert row above or below.</b>	
<b>Divisional Dean Comments:</b>	
<input checked="" type="checkbox"/> I approve this plan.	
<b>Vice President Comments:</b>	
<input type="checkbox"/> I approve this plan	
<b>Note:</b> (A mid-year and year-end update will be required each year during implementation.) <b>Implementation Update (June 30, 2020):</b>	
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<input type="checkbox"/> Met (include metric result)	

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<input type="checkbox"/> Not Met (include metric)	

*Divisional Dean Comments:*

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*VP, Academic Affairs Comments:*

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