

Medical Assisting Undergraduate Certificate Assessment Plan 2022

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Description of the Profession

Medical assistants are multiskilled health professionals specifically educated to work in a variety of healthcare settings performing clinical and administrative duties. The practice of medical assisting necessitates mastery of a complex body of knowledge and specialized skills requiring both formal education and practical experience that serve as standards for entry into the profession (CAAHEP, 2022).

Program Student Learning Outcomes (Program Goals for CAAHEP)

- Demonstrate competency in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains needed to enter the profession.
- Safely and effectively perform a variety of clinical and administrative skills as an entry level medical assistant.
- Display professional behaviors in the workplace and communicate effectively both verbally and in writing within a work environment.
- Follow standards, policies and procedures of the physician's office within the medical assistant scope of practice displaying knowledge of and demonstrating ethical and legal behaviors.

Program Assessment and Learning Outcomes for the Medical Assisting Program are based on standards set by The Medical Assisting Education Review Board which is a Committee on Accreditation (CoA) of the Commission on Accreditation of Allied Health Education Programs (CAAHEP), the organization which our program holds accreditation status with. CAAHEP is a nonprofit, allied health education organization whose purpose is to accredit entry-level, allied health education programs.

The Medical Assisting Program Director is the person responsible for the maintenance, accuracy and submission of the data, not only for the most recently reported year of data, but for the past five years of cohort data as they become available.

All accredited medical assisting programs are required to submit an annual report (ARF) that assesses the level of achievement of the outcomes designated in the CAAHEP Standards and Guidelines. CAAHEP-accredited medical assisting programs are required to meet the following thresholds:

<u>Outcome</u>	<u>Threshold</u>
Retention	60% (based upon the trigger course MA133)
Job Placement	60% placed in medical assisting or related field, or continuing with their education, or entering the military.
Graduate Survey Participation	30% of all graduates
Graduate Survey Satisfaction	80% of returned surveys
Employer Surveys Sent	100% of employers who hired graduates to work as medical assistants or in a related field must be sent an employer survey
Employer Survey Satisfaction	80% of returned surveys
Credential Exams Participation	30% of all graduates
Credentialing Exams Passage Rate	60% of all the students who graduated within the specific year who took the exam

Retention based on the Trigger Course

The trigger course is the first course in the medical assisting program curriculum in which the student is taught and achievement measured on any psychomotor and/or affective competencies within the MAERB core curriculum. The formal admission cohort will be the group of students who have successfully completed the trigger course. For the UAS Medical Assisting Program, the trigger course is MA 133 Administrative Procedures I. This course is offered each fall semester.

Enrollment, Retention, and Graduation

Five years of data reported will reflect the current status of all Medical Assisting students, ordered by admissions cohort, who were admitted into the program, reporting up to the last five years. The following information will be included: How many total students have been admitted; how many from among those students have dropped out; how many have graduated; and how many are still active in the program.

Graduate Survey

The five years of data found on this tab will reflect the current information from all the graduates of the Medical Assisting program, ordered by admissions cohort, who graduated from the program up to the last five years. Included will be the following information: How many graduate surveys were sent out; how many graduates returned the survey; and how many responded positively to the cognitive, psychomotor and affective questions.

Job Placement

The five years of data will reflect the information from all the graduates of the Medical Assisting program, ordered by admissions cohort, who graduated from the program up to the last 5 years. Included will be the following information: How many graduates were placed; and how many graduates were hired as medical assistants or into a related field.

Employer Survey

The five years of data will reflect the current information about all the graduates of the Medical Assisting program, ordered by admissions cohort, who graduated from the program up to the last 5 years. Included will be the following information: How many employer surveys were sent out; how many employers returned the survey; and how many employers responded positively to the cognitive, psychomotor and affective questions.

Credentialing Exam Results

The credentialing exam participation and pass rate are included. Exams eligible to be used to meet the exam outcomes are those which are accredited by the NCCA and include only the following:

- a. CMA (AAMA)
- b. RMA (AMT)
- c. NCMA (NCCT) taken after November 30, 2010
- d. CCMA (NHA) taken after January 30, 2011
- e. CMAC (AMCA) taken after October 8, 2015

The outcomes are reviewed by MAERB annually, according to the policies outlined above. The Annual Report Form is designed so that if programs do not meet a threshold in the year prior to the current reporting year, a program is required to fill out dialogue questions and create an Action Plan. A program failing to meet a single threshold for three consecutive years and/or multiple (two or more) thresholds for the two most recent consecutive reporting years prior to the year that is being reported will be required to submit additional information and present evidence that the deficiency is being addressed, unless the top row indicates that the

trend has already changed. If the outcome thresholds are not addressed in the timeframe provided, there may be an adverse recommendation.

The program is also required to be teaching Cognitive Objectives from the most recently published MAERB Core Curriculum and maintain a Competency Tracking Sheet which documents the skill, grade earned and date assessed for 100% of the psychomotor and affective competencies.

In addition, CAAHEP-accredited medical assisting programs are required to publicly publish either their retention, job placement or exam passage outcome from their Annual Report. MAERB requires that all programs publish at least one outcome, with the option of publishing more than one, from the MAERB Annual Report Form. The UAS published outcomes are posted on the UAS Medical Assisting webpage and updated annually.