Assessment Plan September 2016
Medical Assisting Undergraduate Certificate
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Description
Medical assistants are multi-skilled health professionals specifically educated to work primarily in ambulatory care settings, such as physician's offices, clinics and outpatient care centers under the direct supervision of physicians, nurse practitioners or physician assistants. Medical assistants perform both administrative and clinical duties.

Mission Statement
The mission of the UAS Medical Assistant Program is to prepare competent entry-level medical assistants who excel in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains in the communities they serve.

Program Student Learning Outcomes (Program Goals for CAAHEP)
The major goals of the Medical Assisting program graduates are to:
•To prepare competent entry-level medical assistants that meet or exceed national Medical Assisting Education Review Board standards in cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains
•Safely and effectively perform a variety of clinical and administrative tasks as an entry level medical assistant
•Display professionalism 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 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 is pursuing accreditation 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 submit an annual report (ARF) that focuses on the level of achievement of the outcomes designated in the CAAHEP Standards and Guidelines. Annual reports for CAAHEP-accredited medical assisting programs are required to meet the following thresholds which have been taken from Policies & Procedures Manual for CAAHEP Accredited Medical Assisting Programs, August 2015:

Outcome	Threshold
Retention	60% (based upon the trigger course defined below and/or formal admission into the program)
Job Placement	60% placed in medical assisting or related field, or continuing with

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	their education, or entering the military.
Graduate Survey Participation	30% of all graduates
Graduate Survey Satisfaction	80% of returned surveys
Employer Survey Participation	30% of all graduates placed in medical assisting or related field
Employer Survey Satisfaction	80% of returned surveys
Credential Exams Participation	30% of all graduates (implemented with the 2014 ARF and monitored with the 2018 ARF)
Credentialing Exams Passage Rate	60% of all the students who graduated within the specific year who took the exam (implemented with the 2014 ARF and monitored with the 2018 ARF)

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. Specific Dialogue Questions are required to have responses in this case.

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 HS 133 Administrative Procedures I. This course is offered each fall semester. If any of the psychomotor and/or affective competencies are taught and achievement measured in other courses outside of medical assisting courses prior to the start of that trigger course, the competencies will be re-assessed and/or re-evaluated during the progression of the MAERB core curriculum prior to practicum.

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.

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.

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 your 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.

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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 your 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.

Graduate Analysis: Date of Graduation
The four years of data will reflect the number of students, based upon graduation year, who graduated from your program up to the last four years. Included will be the following information: How many students graduated in each year in total; how many of those students participated in some form of distance education; and how many of those graduates received credit through experiential learning. MAERB collects data regarding graduates with distance learning and/or those granted advanced placement for experiential learning for informational purposes only but it is required.

CMA (AAMA) Exam Results
The CMA (AAMA) participation and exam results for those individuals from each graduation cohort and took the CMA (AAMA) exam.

The outcomes are reviewed by MAERB annually, according to the policies outlined above. 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 grade earned and date assessed for 100% of the psychomotor and affective competencies.

In addition, MAERB requires that all programs publish at least one outcome, with the option of publishing more than one, from the MAERB Annual Report Form. As this is a new program undergoing initial accreditation, data will be gathered beginning with the first graduating cohort in December 2016 with the published outcome and a report to following the site visit.