

Medical Assisting Undergraduate Certificate Progress Report Report to the Provost February 2023

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Program Overview

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).

Programmatic Accreditation

The UAS Medical Assisting Certificate Program is accredited by The Commission on Accreditation on Allied Health Education Programs (CAAHEP). The next review date is scheduled for Fall 2026.

The Medical Assisting program has significant annual program assessment requirements, which include evaluation of student learning outcomes. The requirements follow the annual report form (ARF) as required by the Medical Assisting Education Review Board (MAERB). Those requirements can be found at:
<http://www.maerb.org/>.

Program Student Learning Outcomes (CAAHEP Standard II.A)

The major goals of the Medical Assisting program graduates are to:

1. 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
2. Safely and effectively perform a variety of clinical and administrative tasks as an entry level medical assistant
3. Display professionalism in the workplace and communicate effectively both verbally and in writing within a work environment
4. Follow standards, policies and procedures of the physician's office within the medical assistant scope of practice demonstrating ethical and legal behaviors

Program Advisory Committee (CAAHEP Standard II.B)

The program regularly assesses its goals and learning domains and identifies and responds to changes in the needs and/or expectations of its communities of interest. The UAS Medical Assisting Advisory Committee meets twice a year to assist program personnel in formulating and periodically revising appropriate goals and learning domains, monitoring needs and expectations, and ensuring program responsiveness to change. Advisory Committee meetings are held in the spring and fall of each academic year and represent the communities of interest.

Advisory Committee Members:

- Current Student
- Graduate
- Physician(s) (PA, NP, DO)

- Employer(s) of Graduates Representative
- Public Member
- Other
- Faculty (ex officio)
- Program Director (ex officio)
- Sponsor Administration (ex officio)

Curriculum (CAAHEP Standard III.C)

The curriculum ensures the achievement of program goals and learning domains. Instruction is an appropriate sequence of classroom, laboratory, and clinical activities and is based on clearly written course syllabi that includes course description, learning objectives, methods of evaluation, topic outline, and competencies required for graduation.

Courses with Psychomotor and Affective competencies are embedded into the four Medical Assisting courses (MA 133, 233, 142, 242). According to the Standards, cognitive objectives are taught prior to clinical skills lab intensives to prepare students for practice and assessment of psychomotor and affective competencies. Students take prerequisite courses prior to enrollment into MA courses. The Practicum course is considered the capstone and enrollment is by permission only. The Program Director reviews and maintains the Master Competency Sheet for completion prior to allowing registration for the Practicum course, which is the last course of the program.

Learning objectives are based on the Core Curriculum for Medical Assistants Medical Assisting Education Review Board (MAERB)2022 Curriculum Requirements which includes cognitive objectives and psychomotor and affective competencies. The MAERB Core Curriculum is divided into these content areas:

- Anatomy, Physiology & Pharmacology
- Applied Mathematics
- Infection Control
- Nutrition
- Concepts of Effective Communication
- Administrative Functions
- Basic Practices Finances
- Third Party Reimbursement
- Procedural and Diagnostic Coding
- Legal Implications
- Ethical and Professional Considerations
- Protective Practices
- Affective Skills

It is required of any CAAHEP-accredited program that all the cognitive objectives and the psychomotor and affective competencies be taught and assessed. Traditionally, the cognitive objectives are tested, while the competencies are practiced and then evaluated. Students need to successfully achieve 100% of the psychomotor and the affective competencies. In addition, the program needs to ensure that in students in any class pass 100% of the psychomotor and the affective competencies that are taught in that class in order for them to pass the course.

2021 Competencies: 100% passed the psychomotor and affective competencies with an 85% or higher.

Practicum

According to the 2022 CAAHEP Standards & Guidelines, a supervised practicum of at least 160 contact hours in a healthcare setting, demonstrating the knowledge, skills, and behaviors of the MAERB Core Curriculum in performing clinical and administrative duties, must be completed prior to graduation. The UAS MA Program places students at their practicum sites for 180 hours.

On-site supervision of the student must be provided by an individual who has knowledge of the medical assisting profession. The Practicum Coordinator ensures all applicable cognitive objectives and psychomotor and affective competencies be achieved prior to the start of any practicum in accordance with the Standards and regularly reaches out to site preceptors via email, phone and in person while students are in practicum to ensure a variety of experiences paralleling the program's content.

Upon completion of the practicum, students are evaluated by the practicum site on their skill preparation, professionalism, communication, and the ability to follow standards, policies and procedures of the physician's office within the medical assistant scope of practice demonstrating ethical and legal behaviors. The placement process and practicum coordinator are also evaluated by the site and qualitative information is obtained. Additionally, students are required to complete an evaluation of the practicum site and their experience.

Assessment Measures

Student and Graduate Evaluation/Assessment (CAAHEP Standard IV.B.2)

Outcomes assessments include programmatic retention, graduate satisfaction surveys, employer satisfaction surveys, placement in full or part time employment in the profession or in a related profession, and national credentialing examination(s) participation and performance.

MAERB Policy 205 requires all accredited medical assisting programs to submit the Annual Report Form (ARF) that focuses on the level of achievement of the learning outcomes designated in the CAAHEP Standards and Guidelines, 2022. CAAHEP-accredited programs submit this annual report to evaluate their attainment of the following thresholds:

Outcome	Threshold
Retention	60% (based upon the trigger course defined below or formal admission into the program)
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 Survey	100% of the 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

Evaluation of Data

The MAERB collects a total of five years of program data each year (i.e., a moving 5-year window). 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 to achieve compliance. The UAS Medical Assisting program has met the thresholds for each reporting year submitted to the MAERB. The following information is included from the most recent reporting year:

Year	Retention	Graduate Participation	Graduate Satisfaction	Job Placement	Employer Surveys Sent	Employer Satisfaction	Exam Participation	Exam Passage	# Graduates by Admission Year	# Graduates by Year of Graduation
	>=60%	>=30%	>=80%	>=60%	=100%	>=80%	>=30%	>=60%		
2021	88.89%	81.82%	100.00%	100.00%	100.00%	100.00%	90.91%	100.00%	6	11
2020	90.91%	85.71%	100.00%	100.00%	100.00%	100.00%	85.71%	100.00%	10	7
2019	90.00%	83.33%	100.00%	83.33%	100.00%	100.00%	66.67%	100.00%	9	6
2018	100.00%	88.89%	100.00%	77.78%	100.00%	100.00%	77.78%	100.00%	6	9
Cumulative	91.67%	84.85%	100.00%	90.91%	100.00%	100.00%	81.82%	100.00%	31	33

In addition, MAERB Policy 210 requires that all CAAHEP-accredited Medical Assisting programs publish at least one outcome from the MAERB Annual Report Form (retention, job placement, or exam passage), with the option of publishing more than one. The required program outcome is posted on the UAS Career Education (Medical Assisting) website under Outcomes. https://uas.alaska.edu/career_ed/medical-assisting/index.html

Future Program Plans

Our next accreditation site visit is due to happen in the fall of 2026. We will continue to comply with the CAAHEP Standards & Guidelines (2022) to ensure a smooth visit and meet and exceed our annual program outcomes and thresholds.