****

**Occupational Endorsement Certificate**

**Associate of Applied Science**

**Medical Assisting**

# Academic Assessment Plan

**Adopted by**

**The Medical Assisting Faculty:
January, 2024**

Reviewed with curriculum changes by the college curriculum committee: 2/2/24

Reviewed with curriculum changes by the dean: 2/7/24

Reviewed with curriculum changes by the Academic Assessment Committee as an information item: 2/16/24

Reviewed by the Faculty Senate as an information item: 4/5/24

**TABLE OF CONTENTS**

[Academic Assessment Plan 1](#_Toc157512367)

[Mission Statement 3](#_Toc157512368)

[Program Introduction 3](#_Toc157512369)

[Assessment Process 4](#_Toc157512370)

[Program Student Learning Outcomes 4](#_Toc157512371)

[Measures 4](#_Toc157512372)

## Mission Statement

The mission and program goal of the Medical Assisting Program is “to prepare medical assistants who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession.”

## Program Introduction

Initially, the UAA Medical Assisting Program 38-credit Program of Study was accredited by the Commission for Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Medical Assisting Education Review Board (MAERB). The outcomes identified for the Medical Assisting Program are based on Standards and Guidelines for an Accredited Medical Assistant Educational Program which are established by the American Association of Medical Assistants (AAMA) and updated as the field of medical assisting changes. These standards and guidelines have been specifically established for CAAHEP accreditation of medical assisting programs. The 2003 Standards were applied to the UAA Medical Assisting Program of Study when it submitted self-study and underwent site visit for program CAAHEP accreditation in 2005-2006. In September 2006, the Medical Assisting Program of Study received notification from CAAHEP that full 10-year continuing accreditation was granted.

During AY 09-10, the 2008 Standards were reviewed, and the student learning outcomes within individual courses were updated to align with the CAAHEP requirements. In October 2015, the UAA Medical Assisting Program of Study underwent another successful continuing accreditation site visit review; program curriculum and assessments were aligned with the 2015 CAAHEP-accreditation standards.

During the Spring of 2022, the 2022 Standards were released (delayed two years due to COVID). Student learning outcomes within individual courses of the Program of Study were updated to align with the CAAHEP requirements. These MAERB Standards (aka Core Curriculum) are embedded into the courses and their respective Evaluation of Competencies must all be passed (85 or higher) in order to progress through and graduate from the Program.

With the critical workforce shortage within Alaska, the Medical Assisting Department with the full support of its Advisory Committee and College of Health leadership has undertaken a transition from the 39-credit Program of Study to a 29-credit Occupational Endorsement Certificate (OEC). During its 2024 self-study in preparation for its scheduled accreditation site visit in the fall of 2024, the Program will ask MAERB to accredit the new OEC. The Department will continue to offer a seamless pathway to the AAS in Medical Assisting.

The following assessment strategies have been chosen to align with identified Evaluation of Competencies and other accreditor assessment tools. MAERB requires student, graduate, practicum clinical site and employer surveys along with CMA (AAMA) exam participation and passage. There is an Annual Report Form (ARF) due each spring to MAERB ensuring we continue to meet their established benchmarks.

## Assessment Process

The Medical Assisting Department formulated its first formal assessment plan in December 1990 when the department completed and submitted a programmatic self-study document as it applied for initial program accreditation to the Commission on Allied Health Education and Accreditation (CAHEA). The Medical Assisting Department has actively been involved in continuous improvement activities since 1990.

This document defines the expected outcomes for the Medical Assisting Department and outlines a plan for assessing the achievement of the stated outcomes. As mentioned above, the outcomes are based on the *Standards and Guidelines for an Accredited Medical Assistant Educational Program* which was revised and adopted by the American Association of Medical Assistants (AAMA) in 2015 and again in 2022. The UAA Medical Assisting Department Educational Assessment Plan was adopted by full-time faculty in the department in September 2003; revised in June 2004, June 2005, October 2006, June 2007, October 2007, May 2008, June 2010, April 2016, August 2017, September 2022 and now in 2024.

A MAERB required Tracking Tool (Excel spreadsheet) is updated monthly throughout the year and incudes five (5) years of admission and graduation cohort details for admission, retention, student satisfaction, job placement, professional exam participation and passage, and employer satisfaction.

## Program Student Learning Outcomes

Students graduating with an OEC and/or AAS degree in Medical Assisting will be able:

* Demonstrate entry-level psychomotor, affective, and cognitive curriculum content areas of medical assisting.
* Exhibit professional and ethical behavior in the healthcare setting.
* Show commitment to the medical assisting profession by sitting for the CMA (AAMA) exam.

## Measures

|  |
| --- |
| **Outcome:** Demonstrate entry-level psychomotor, affective, and cognitive curriculum content areas of medical assisting. |
| **Measure** | **Benchmark** | **TimelineSource** | **Responsible Party** |
| Overall, the program prepared me very well to do entry-level medical assisting work | 90% of students score 3, 4, or 5 | AnnuallyGraduate Survey  | Program Director |
| Accurately measure and record: * Blood pressure
* Temperature
* Pulse
* Respirations
 | 90% of students will score “Competent” | AnnuallyPracticum Site Evaluation of Student  | Program Director |
| Select proper sites for administering parenteral medication | 90% of students will score “Competent” | AnnuallyPracticum Site Evaluation of Student | Program Director |
| Administer parenteral (excluding IV) medications | 90% of students will score “Competent” | AnnuallyPracticum Site Evaluation of Student | Program Director |
| Has medical assisting knowledge appropriate to the level of training | 90% of students score 3, 4, or 5 | AnnuallyPracticum Site Evaluation of Student | Program Director |
| Demonstrate empathy for patient’s concerns | 90% of students score “Competent” | AnnuallyPracticum Site Evaluation of Student | Program Director |
| Respect diversity | 90% of students score “Competent” | AnnuallyPracticum Site Evaluation of Student | Program Director |
| Overall, this graduate is a well-prepared employee | 90% of students score 3, 4, or 5 | AnnuallyEmployer Evaluation of Student | Program Director |
| **Outcome:** Exhibit professional and ethical behavior in the healthcare setting. |
| **Measure** | **Benchmark** | **TimelineSource** | **Responsible Party** |
| Demonstrate professional response(s) to ethical issues | 90% of students will score “Competent” | AnnuallyPracticum Site Evaluation of Student | Program Director |
| The program prepared me to conduct myself in an ethical and professional manner | 90% of students score 3, 4, or 5 | AnnuallyGraduate Survey | Program Director |
| Communicate effectively in the healthcare setting | 90% of students score 3, 4, or 5 | AnnuallyEmployer Evaluation of Student | Program Director |
| Conduct themselves in an ethical and professional manner | 90% of students score 3, 4, or 5 | AnnuallyEmployer Evaluation of Student | Program Director |
| **Outcome:** Show commitment to the medical assisting professional by sitting for the CMA (AAMA) exam. |
| **Measure** | **Benchmark** | **TimelineSource** | **Responsible Party** |
| Prepared and encouraged me to apply for and pass a professional credentialing exam | 90% of students score 3, 4, or 5 | AnnuallyGraduate Survey | Program Director |
| Exam Participation | >=30% | AnnuallyMAERB Annual Report Form | Program Director |
| Exam Passage | >=60% | AnnuallyMAERB Annual Report Form | Program Director |

| **Program Goals** | **Student Learning Outcomes** | **Measure/ Curriculum Mapping** | **Benchmark** | **Timeline** | **Responsible** | **Data Analysis Key Findings** | **Use of Results Action Items and Dissemination** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Please list program-level goals | Students will be able to: (task, capability, knowledge, skills, and dispositions)Use measurable verbs | Assessment opportunity (course/experience, method/measures, assignment/rubric) | Standard, target, or achievement level (usually a %)Statement of student Success | Identify when and how data are collected, aggregated, and analyzed | Identify who is responsible  | List key findings (data) | Identify how results are used and sharedList any recommendations or action items |
| To prepare medical assistants who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession. | Demonstrate entry-level psychomotor, affective and cognitive curriculum content areas of medical assisting. | Overall, the program prepared me very well to do entry-level medical assisting work | 90% of students will score 3, 4 or 5 | AnnuallyGraduate SurveyQuestion 11 | Program Director |  |  |
|  |  | Accurately measure and record: a. Blood pressure b. Temperature c. Pulse d. Respirations | 90% of students will score “Competent” | AnnuallyPracticum Site Evaluation of StudentI.P. 1 | Program Director |  |  |
|  |  | Select proper sites for administering parenteral medication | 90% of students will score “Competent” | AnnuallyPracticum Site Evaluation of Student I.P. 5 | Program Director |  |  |
|  |  | Administer parenteral(excluding IV) medications | 90% of students will score “Competent” | AnnuallyPracticum Site Evaluation of Student I.P. 7 | Program Director |  |  |
|  |  | Has medical assisting knowledge appropriate to the level of training | 90% of students will score 3, 4 or 5 | AnnuallyEmployer Evaluation of StudentQuestion 1 | Program Director |  |  |
|  |  | Demonstrate empathy for patients' concerns | 90% of students will score “Competent” | AnnuallyPracticum Site Evaluation of StudentQuestion A.3 | Program Director |  |  |
|  |  | Respect diversity | 90% of students will score “Competent” | AnnuallyPracticum Site Evaluation of StudentQuestion A.5 | Program Director |  |  |
|  |  | Overall, this graduate is a well-prepared employee | 90% of students will score 3, 4 or 5 | AnnuallyEmployer Evaluation of StudentQuestion 12 | Program Director |  |  |
| . | Exhibit professional and ethical behavior in the healthcare setting. | Demonstrate professional response(s) to ethical issues | 90% of students will score “Competent” | AnnuallyPracticum Site Evaluation of StudentX I P 1 | Program Director |  |  |
|  |  | The program prepared me to conduct myself in an ethical and professional manner | 90% of students will score 3, 4 or 5 | AnnuallyGraduate SurveyQuestion 9 | Program Director |  |  |
|  |  | Communicateeffectively in the healthcare setting | 90% of students will score 3, 4 or 5 | AnnuallyEmployer Evaluation of StudentQuestion 5 | Program Director |  |  |
|  |  | Conduct themselves in an ethical and professional manner | 90% of students will score 3, 4 or 5 | AnnuallyEmployer Evaluation of StudentQuestion 6 | Program Director |  |  |
|  | Show commitment to the medical assisting profession by sitting for the CMA (AAMA) exam. | Prepared and encouraged me to apply for and pass a professional credentialing exam | 90% of students will score 3, 4 or 5 | AnnuallyGraduate SurveyQuestion 2 | Program Director |  |  |
|  |  | Exam Participation | >=30% | AnnuallyMAERB Annual Report Form | Program Director |  |  |
|  |  | Exam Passage | >=60% | AnnuallyMAERB Annual Report Form | Program Director |  |  |

| **Program Goals** | **Student Learning Outcomes** | **Measure/ Curriculum Mapping** | **Benchmark** | **Timeline** | **Responsible** | **Data Analysis Key Findings** | **Use of Results Action Items and Dissemination** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Please list program-level goals | Students will be able to: (task, capability, knowledge, skills, and dispositions)Use measurable verbs | Assessment opportunity (course/experience, method/measures, assignment/rubric) | Standard, target, or achievement level (usually a %)Statement of student Success | Identify when and how data are collected, aggregated, and analyzed | Identify who is responsible  | List key findings (data) | Identify how results are used and sharedList any recommendations or action items |
| To prepare medical assistants who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession. | Demonstrate entry-level psychomotor, affective and cognitive curriculum content areas of medical assisting. | Overall, the program prepared me very well to do entry-level medical assisting work | 90% of students will score 3, 4 or 5 | AnnuallyGraduate SurveyQuestion 11 | Program Director |  |  |
|  |  | Accurately measure and record: a. Blood pressure b. Temperature c. Pulse d. Respirations | 90% of students will score “Competent” | AnnuallyPracticum Site Evaluation of StudentI.P. 1 | Program Director |  |  |
|  |  | Select proper sites for administering parenteral medication | 90% of students will score “Competent” | AnnuallyPracticum Site Evaluation of Student I.P. 5 | Program Director |  |  |
|  |  | Administer parenteral(excluding IV) medications | 90% of students will score “Competent” | AnnuallyPracticum Site Evaluation of Student I.P. 7 | Program Director |  |  |
|  |  | Has medical assisting knowledge appropriate to the level of training | 90% of students will score 3, 4 or 5 | AnnuallyEmployer Evaluation of StudentQuestion 1 | Program Director |  |  |
|  |  | Demonstrate empathy for patients' concerns | 90% of students will score “Competent” | AnnuallyPracticum Site Evaluation of StudentQuestion A.3 | Program Director |  |  |
|  |  | Respect diversity | 90% of students will score “Competent” | AnnuallyPracticum Site Evaluation of StudentQuestion A.5 | Program Director |  |  |
|  |  | Overall, this graduate is a well-prepared employee | 90% of students will score 3, 4 or 5 | AnnuallyEmployer Evaluation of StudentQuestion 12 | Program Director |  |  |
| . | Exhibit professional and ethical behavior in the healthcare setting. | Demonstrate professional response(s) to ethical issues | 90% of students will score “Competent” | AnnuallyPracticum Site Evaluation of StudentX I P 1 | Program Director |  |  |
|  |  | The program prepared me to conduct myself in an ethical and professional manner | 90% of students will score 3, 4 or 5 | AnnuallyGraduate SurveyQuestion 9 | Program Director |  |  |
|  |  | Communicateeffectively in the healthcare setting | 90% of students will score 3, 4 or 5 | AnnuallyEmployer Evaluation of StudentQuestion 5 | Program Director |  |  |
|  |  | Conduct themselves in an ethical and professional manner | 90% of students will score 3, 4 or 5 | AnnuallyEmployer Evaluation of StudentQuestion 6 | Program Director |  |  |
|  | Show commitment to the medical assisting profession by sitting for the CMA (AAMA) exam. | Prepared and encouraged me to apply for and pass a professional credentialing exam | 90% of students will score 3, 4 or 5 | AnnuallyGraduate SurveyQuestion 2 | Program Director |  |  |
|  |  | Exam Participation | >=30% | AnnuallyMAERB Annual Report Form | Program Director |  |  |
|  |  | Exam Passage | >=60% | AnnuallyMAERB Annual Report Form | Program Director |  |  |