

Outcome Assessment Thresholds
CAAHEP Accredited Medical Assisting Educational Programs

The Medical Assisting Education Review Board (MAERB) has established the following thresholds for outcome assessment in medical assisting programs accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). These outcomes are mandated as part of the *2008 Standards and Guidelines for the Accreditation of Educational Programs in Medical Assisting*, Section IV.B. They are monitored annually through the MAERB Annual Report.

Outcome	Threshold	Example
National Credentialing Success Rate (CMA (AAMA), RMA (AMT), NCMA (NCCT taken after 11/30/2010, CCMA (NHA) taken after January 30, 2011	$\geq 70\%$ Effective 2009 Grads	If a program has 100 graduates within the 5-year reporting period, at least 70 of those 100 would need to become credentialed as a CMA (AAMA), RMA (AMT), NCMA (NCCT) or CCMA (NHA).
Programmatic Retention/Attrition Rate	$\leq 60\%$	If 100 students enter the program during the 5-year period, the attrition can be no more than 40.
Graduate Satisfaction Success Rate (Survey – CRB Instrument)	$\geq 80\%$	If 30 graduates return surveys during the 5-year period, at least 24 of these would need to give a satisfactory rating on the program.
Graduate Survey Participation Rate	$\geq 30\%$	If the program had 100 graduates in the 5-year period, at least 30 would need to return the survey.
Employer Satisfaction Success Rate (Survey – MAERB Instrument)	$\geq 80\%$	If a program received 20 employer satisfaction surveys in the 5-year period, at least 16 would need to report satisfaction with the graduates of the program.
Employer Survey Participation Rate	$\geq 30\%$	If 40 employer surveys were sent to employers within the 5-year period, at least 12 would need to be returned.
Positive Job Placement (includes work in medical assisting or a related field, continuing in school or being in the military)	$\geq 60\%$	If a program had 100 graduates in the 5-year period, at least 60 would need to have a position in medical assisting or a related field, be continuing their education and/or be in the military.

Programmatic Summative Measures	Threshold	Example
Psychomotor and Affective Domain Objectives Success Rate	100%	If a program had 100 graduates in the ARF reporting year, all 100 graduates would need to have successfully completed all of the psychomotor and affective domain objectives, meeting the cut (passing) score established by the program as a minimum standard to be met.
Psychomotor and Affective Domain Objectives Participation Rate	100%	If a program had 100 graduates in the ARF reporting year, a program would need to have an evaluation completed for each of the 100 graduates on all psychomotor and affective domain objectives.
Practicum Evaluation of Students Success Rate Cognitive Psychomotor Affective	100%	If the program had 100 graduates in the ARF reporting year, all 100 graduates would need to have successfully completed cognitive, psychomotor, and affective skills performed during the practicum.
Practicum Evaluation of Students Participation Rate	100%	If a program had 100 graduates in the ARF reporting year, an practicum evaluation would need to be completed for each of the 100 graduates.

The MAERB collects a total of five years of data each year (i.e., a moving 5-year window). These data will be averaged to determine where a program falls with regard to each of the established thresholds.

If a program fails to meet one or more of the thresholds, the MAERB initiates a dialogue to assist the program in its determination of the reason(s) for the noncompliance and in its development and implementation of an effective action plan to achieve compliance. This dialogue is initiated in the ARF when a threshold is not met.

Examples of the types of dialogue between the program and the MAERB include, but are not limited to the following:

- A list of questions prepared by the MAERB that the program would answer to communicate its analysis and action plan for improving the outcome(s). (These are part of the ARF)
- A progress report.
- A focused on-site survey.
- A comprehensive review (i.e., a full self-study, self-study report, and on-site survey).

Ultimately, if one or more outcomes are not corrected within the designated time frame, the MAERB could forward an adverse accreditation recommendation to the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

The MAERB is committed to assisting programs in their efforts to achieve and maintain the outcomes assessment thresholds.