Feedback from November Webinar Evaluations

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<th>Topic</th>
<th>Number of respondents</th>
<th>Percentage</th>
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<tr>
<td>Analyzing Self-Study Reports</td>
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<td>Writing Rationales, Adv. Version</td>
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<td>In-Depth Analysis of the OSSR</td>
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<td>Soft Skills on the Site visit</td>
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<tr>
<td>Mentoring New Team Coordinators</td>
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<td>9%</td>
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Goals of Presentation

• General reminders and updates
• Quick Overview of “updated” OSSR form
• Analyzing Self-Studies

2015 Standards and Guidelines

• 2015 Standards and Guidelines approved and posted on MAERB Site
  • Tracked version available on website
  • Implementation Chart
    • New PD, PC and Faculty Workbooks.
    • New MAERB resources developed by fall 2015
      • ECMA published late fall 2015
      • New curriculum in place by fall 2016
  • Site Visits conducted under the new Standards in 2017
New Resources for Surveyors

What do you need? What can we do?

• Surveyor Handbook, fall 2015!!
• Webinar, Policies and Procedures, fall 2015
• Webinars and Training, 2015 Standards, 2016

Surveyor Training & Resources, 2015 Standards

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Peer and Program Evaluation, Surveyors

Site Visit Schedule Change

- MAERB found that there was a great deal of unevenness in the number of site visits
  - 2019: 21 sites were scheduled
  - 2024: 116 site visits
- Site visits will be scheduled from 7 ½ - 9 years from the visit in order to have about 65-70 visits per year
- Programs visited in 2015-2016 will be receiving a projected visit date 7 ½ to 8 ½ years from their visit.

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New Process: OSSR Review

- OSSR is reviewed by MAERB Office: Sarah Marino or Jim Hardman
- Team Coordinator is sent a Review Form: comments, questions, edits
- Team Coordinator responds to questions and modifications
- OSSR is then modified
Updated OSSR

• Clarity in language
• Clarity in formatting
• Added an instruction page
• Removed some of the Excel links
• Clarified the Participants page

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Rationales for Objectives and Competencies

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### Significant Language Change: Standard III.C.2

**Change in placement of Citation**
Self-Study

“I’m here about the details.”

Program Director Resources for Self-Study

- Self Study Report Template
- Self-Study Checklist
- Self-Study Dividers, Explanation
How the Self-Study is Reviewed

- Case Managers review it for completion
  - Obvious missing parts
- MAERB Liaison reviews for substance
  - Initial review—not complete
  - Guidance to Surveyors
- Surveyor
  - In-depth, analytical review
  - Prepare questions/focus for site visit

Central Goal for Analyzing Self Study
Initial Review

• Paper review
• Process of generating questions
• Making checklists

Inconsistent Statements/Material

• Number of Faculty listed in the SSR Excel workbook versus number of faculty workbooks included
• Advisory Committee Members in the SSR Excel Workbook versus Advisory Committee Roster and/or minutes
Items Omitted or need to be updated
- Institutional accreditation
- Advisory Committee Minutes
- Transfer of credit policy
- Complete faculty workbooks (documentation of instruction in educational theory and techniques)
- Organizational chart
- Specific Syllabi

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Need for Verification
- Verification of practicum hours
- Complete job descriptions
- Qualifications of faculty
- Program budget (internal inconsistency)

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Incorrect Material

• Graduate/Employer Survey Tool
• Statement about Accreditation Status
• Public member on the Advisory Committee

Form F-5 Resource Assessment

• Most recent resource assessment
  • Check the previous years on site
• Difficult to understand another program’s assessment
Resource Assessment Analysis

• How does it align with the documentation focused on the communities of interest?
• How does it align with the material provided in Standard III focused on resources?
• What does it tell you about the Program Director’s responsibilities?
• How can it help you determine what questions to ask about the other areas?

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Form F-2

Curriculum Course List

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<tr>
<th>Term Taken</th>
<th>Course Number</th>
<th>Course Title</th>
<th># Lecture</th>
<th># Lab</th>
<th># Credits APA</th>
<th># Credits</th>
<th># Lab Hours</th>
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Course Syllabi

Curriculum

- Is there a syllabus for each Medical Assisting course?
  - [ ]

- Does each syllabus contain:
  - a. learning goals
    - [ ]
  - b. course objectives
    - [ ]
  - c. competencies required for completion of course
    - [ ]
  - (Optional: Complete the Form 2 Course List TAB in this workbook.)
  - Are all cognitive domain areas included in the curriculum?
    - [ ]
  - (Optional: Complete the Form F-1 Cognitive TAB in this workbook.)
  - Are all psychomotor domain areas included in the curriculum?
    - [ ]
  - (Optional: Complete the Forms F-4 Psychomotor Domain TAB in this workbook.)
  - Are all affective domain areas included in the curriculum?
    - [ ]
  - (Optional: Complete the Form F-4a Affective domain TAB in this workbook.)

Collaboration

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Course Sequencing

- Go through the syllabi in order to determine the following:
  - Appropriate sequence of classroom, laboratory and clinical activities

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Forms F-3, F-4, F-4b

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Cognitive Objectives: Site Visit

Form F-4 Psychomotor
Psychomotor Competencies: Site Visit

Closing Comments: Future Projects

- Surveyor Handbook: summer
- Online Training: fall/winter
Thank you!!!

Peer Review:
1. Be constructive
2. Be kind
3. Be helpful
4. Read & listen.

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