

2015 Standards

ARF Raw Data Submission and On-Site Electronic Documents

This handout is for site visits taking place in 2022 and 2023.

While most of the documents are submitted with the Self-Study, due four months prior to the site visit, there are still some documents that need to be organized for submission one week prior to the site visit or review at the site visit.

Outlined below is the necessary documentation that needs to be compiled prior to the site visit and the timeframes.

Documentation	Time Frame	Submission Process
ARF Raw Data (not required for initial accreditation)	One week (7 days) prior to site visit	Submit to the Submissions Tab on MAERB website
Course Records	Site visit	Electronic Resource Room on campus
Supporting Documentation	Site visit	Electronic Resource Room on campus
Updated Materials	Site visit	Electronic Resource Room on campus

The MAERB staff will be reviewing the ARF Raw Data either in conjunction or after the site visit.

The Site Surveyors will be reviewing the course records, supporting documentation, and any other updated materials at the site visit itself. You will be creating an electronic resource room with the materials that are listed for the Surveyors to review on site.

Below you will find a description of the materials.

Submission to MAERB Office

ARF Raw Data Submission – Required to be submitted to the MAERB Office one week prior to site visit

PLEASE NOTE: Programs applying for initial accreditation are not required to provide this ARF-related information.

If your program is applying for continuing accreditation, you will need to submit the raw data to support the aggregated numbers of your Annual Report Form to the MAERB office one week prior to your site visit. You will submit it to the Submissions tab on the MAERB website.

The MAERB office will be reviewing the ARF raw data to ensure compliance with the *Standards and Guidelines* in conjunction with your site visit. Outlined below is the necessary data required:

Raw data (matching the program's current ARF) for the following outcomes:

a. Retention:

- a. Five years of course rosters based either on the formal admission process or, for programs that don't have a formal admission process, the trigger course (i.e., the

first course in which psychomotor or affective competencies are taught and assessed).

- b. Unprotected Excel spreadsheet (either the ARF Tracking Tool or a similar document) that includes retention data for all those admitted into your program during the 5-year period reflected on the most-recently submitted ARF, showing up-to-date status (i.e., dropped, graduated, or in-progress)
- b. **Graduation Year Data:** A listing of the names and date of graduation for all persons who graduated in any one of the five years reflected on your most-recently submitted ARF. If the **GradCohort** tab of your Tracking Tool includes all this information, then no separate document is needed.
- c. **Job Placement:** Data that matches the number of years of your most-recently submitted ARF, including the name of the graduate, the place of employment in the field and whether the person continued with his/her education or went into the military. If the **GradCohort** tab of your Tracking Tool includes all this information, then no separate document is needed.
- d. **Graduate and Employer Survey Participation and Satisfaction:** Data on an unprotected Excel spreadsheet or from Survey Monkey (or some similar survey method) that matches the number of years of your most-recently submitted ARF, including the name of the graduate and the date of survey completion and that shows each graduate's response to each required question in the 3 domain areas. If a given survey was conducted via telephone, the person transcribing the answers must indicate on the survey that it was conducted via telephone. If the **GradCohort** tab of your Tracking Tool includes all this information, then no separate document is needed, except for copies of raw completed surveys.
- e. **Documentation for Participation and Passage on national credentialing exams**
Five years of exam data (the matches the number of years reflected on the most-recently submitted ARF), organized by the students' year of graduation for any of the following exams:
 1. CMA (AAMA)
 2. RMA (AMT)
 3. NCMA (NCCT)
 4. CCMA (NHA)
 5. CMAC (AMCA)
- f. **MAERB's Tracking Tool:** An unprotected Excel copy of your current, fully updated MAERB Tracking Tool. If your program's Tracking Tool happens to include all the data for the five years reflected on your most-recently submitted ARF and is fully updated, then none of the above-mentioned data is needed except for raw graduate and employer surveys and course rosters to verify date of admission.

[Electronic Resource Room on Campus](#)

Here are some general guidelines to think about when you are putting together your electronic resources:

1. The material cannot be embedded in a Learning Management System (Blackboard, Canvas, E-College, and so on). Surveyors can't be expected to negotiate and learn the Learning Management System in order to access the resources.
2. The document titles must be significantly abbreviated. You will note examples below to provide you with guidelines.

3. If you decide to combine a large group of documents (such as tracking tools of 25 students from a medical assisting course) into a single PDF, you need to add bookmarks so that the surveyors can easily and efficiently access the material.

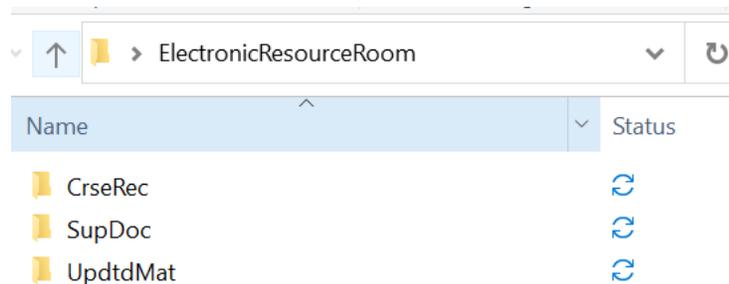
The documentation that you provide to the site surveyors fits into these three categories:

1. Course Records—Rosters, Gradebooks, and tracking mechanism for achievement of all the psychomotor and affective competencies **Required Electronic Format**
2. Supporting Documentation—Materials that support some of the reports/information that was submitted in the SSR **Required Electronic Format**
3. Updated Materials—Information that you provided in your SSR that might have changed during the ensuing months **Required Electronic Format**

You will find a visual representation of the organization throughout this discussion to help you “see” the possibilities, and you will find a discussion for how to organize these materials electronically.

You can certainly organize the material in a variety of different ways, so you can consider these to be guidelines rather than rules. You do, however, need to think about your audience. The organization outlined below is optional, but it is based upon conversations with Program Directors and Surveyors.

The large folder that contains all your electronic documents could be organized in the following fashion:



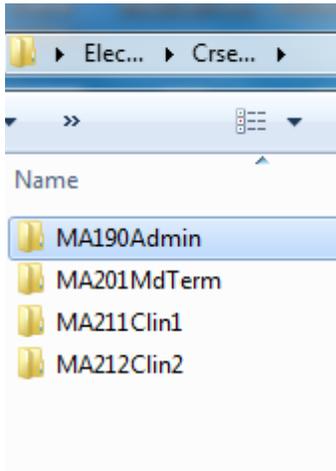
Course Records **Required Electronic Format**

You are required to include the following information for the most recently assessed class of students for every course in which the MAERB Core Curriculum is taught.

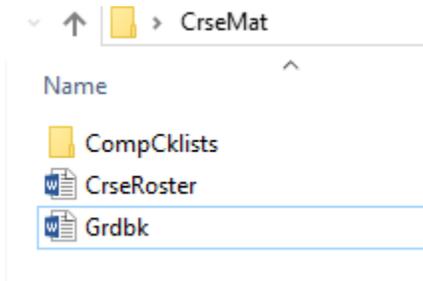
- **Rosters** (the official course lists of students for each most recently assessed course)
- **Gradebook** (all the grades, which includes test scores, assignments, etc...., for each student in the course)
- **Tracking mechanism** (master competency checklist for each student, or a detailed gradebook that shows the assessment of the student on **each** psychomotor and affective competency)

- **NOTE:** If you don't use a tracking mechanism, you need to include the dated evaluation assessment (completed student work) for all the students indicating that they have been assessed on each of the psychomotor and/or affective competencies for that course.

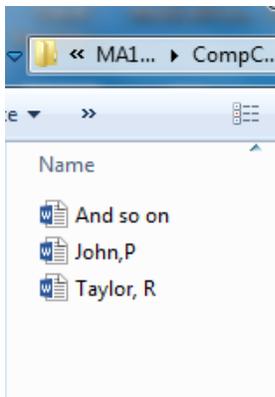
You would organize folders within the larger folder by course and then have the rosters, gradebooks, and tracking mechanisms in sub-folders within each course folder:



You would then have specific folders within each course:



For the Master Competency Checklists, you can organize each document by student name to match with the course roster.



Supporting Documentation Required Electronic Format

This documentation supports the information that you provided in the Self Study Report (SSR). Because this documentation is so unique to each program, below you will find some suggested names, which you can explain to the site surveyors, if needed.

Supporting Documentation	Naming Conventions
<p>Practicum Documentation</p> <p>Documentation, for the most recently assessed cohort of graduates, showing that graduates complete at least 160 unpaid and supervised practicum hours in an ambulatory healthcare setting prior to graduation, including time sheets (completed by the students and verified by the practicum site), and documentation that the Practicum Coordinator (PC) reviews the hours for compliance.</p>	<p>Folder: PractEvid</p> <p>Documents: Lastname.FirstInitial</p>
<p>Resource Assessment Documentation – See MAERB Policy 225</p> <p>Three years of completed forms that the program has used for its three years of annual resource assessment (i.e., faculty surveys, student surveys, course evaluations, and practicum site evaluations by students, etc.). You will need to create your own mechanism for organizing this information, as each program is unique in this sense. Your medical assisting program must undergo a formal resource assessment at least once every academic or calendar year</p>	<p>Folder: ResAssmSup</p> <p>Files Facsurv Studsurv</p>

Updated Materials Required Electronic Format

If you have changed any of the information that you submitted in the Self-Study Report (SSR), you will need to provide the new, updated information to the surveyors at the beginning of the site visit. Otherwise, the surveyors will use the information that was a part of your original SSR.