



MAERB Spring Report 2023

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MAERB Office and Staff

Due to the nature of the virtual office, there has been a shift in the MAERB Office hours. The MAERB office will now be open from 8:00 am – 4:30 pm **EASTERN** rather than **CENTRAL**. You will note that we are using the **EASTERN** time zone in all our announcements, even though you may see some discrepancies in announcements in the past. Because the virtual office allowed for moves in physical locations, three of the four MAERB staff are now in the **EASTERN** time zone. For our colleagues in the mountain and pacific time zones, we will make sure that we schedule webinars at times in which you can make it.

As always, you have your dedicated Program Manager, either Jim Hardman (jhardman@maerb.org) or Bethany Hardman (bhardman@maerb.org), so you can reach out to them with questions. If you do not know who your Program Manager is, please contact maerb@maerb.org, and you will receive an answer to that question. Leah Millett (lmillett@maerb.org), the part-time administrative assistant, and Danielle Fugate (dfugate@maerb.org) are valuable members of the team as well.

MAERB Quality Improvement Project

At the MAERB Forum held at the AAMA Conference in October 2022 and at the MAERB Virtual Forum, MAERB solicited suggestions from the community of CAAHEP-accredited medical assisting programs for quality improvement. We received a lot of great comments and suggestions, providing us with a good road map for improvements in the upcoming year. Below you will find a list of the suggestions, and we will be working on some of them over the next year. The suggestions have been abbreviated and combined for this presentation, but we tried to include everything. If you have other suggestions, please contact Sarah Marino (smarino@maerb.org).

We will be reporting back to you throughout the year and at the MAERB Forums that will be held in September 2023 at the AAMA conference and in the virtual version to be held at some point in early

October 2023 on our progress or the impediments. We appreciate your willingness to help us improve, and we are committed to doing so.

Outlined below you will find a list of the issues that were mentioned, and you will be noting that we will be slowly and diligently moving ahead on many of these items. As always, feel free to reach out to your Program Manager or Sarah Marino if you have any further questions.

Accreditation Issues
<ul style="list-style-type: none"> • Create a document for Program Directors to give to potential practicum sites • Refine the Resource Assessment form <ul style="list-style-type: none"> ○ Create more surveys for Program Directors to use ○ Hold a webinar on the Resource Assessment process • Be more specific in the <i>Standards and Guidelines</i> about program requirements • Consider eliminating dropouts for non-academic reasons in the retention outcomes of the ARF • Don't charge for inaccuracies in the Tracking Tool and the ARF • Create a list of the most common citations and how to avoid them • Create a vocabulary terms list • Stagger the submission of items in stages • Create empty folders to help with the Self-Study Report template
MAERB Office
<ul style="list-style-type: none"> • Send out alerts when the resources on the website are updated • Post important dates on the website • Provide live chat on the website • Improve email transmission with the new accounting system
Training
<ul style="list-style-type: none"> • Get faculty/instructional staff, in addition to Program Directors, involved in training • Do some state-specific training • Do more training on the tracking mechanism for the psychomotor and affective competencies • Provide more info/help for PDs who are setting up the Site Visit Agenda • Consider holding a Program Director Bootcamp for experienced Program Directors
Networking
<ul style="list-style-type: none"> • Set up a Program Director Forum for sharing textbook and competency ideas • Create a Program Director Question-and-Answer weekly or monthly communication

Training Webinars

Affective Competencies, Tools, and Rubrics

Thursday, March 9, 2023, from 3:00 pm - 4:15 pm EASTERN

In this 75-minute webinar, we will be discussing the affective competencies, which are a central part of the *MAERB Core Curriculum, Appendix B* of the 2022 CAAHEP *Standards and Guidelines*. The affective competencies will be reviewed, and there will be a discussion of how to best bundle affective competencies together with the psychomotor competencies. In addition, there will be a discussion of how to best evaluate the affective competencies.

This webinar will be recorded and posted on the website.

Register in advance for this webinar:

https://us02web.zoom.us/webinar/register/WN_GP0y1vA5R2KIBGArrSLAQA

After registering, you will receive a confirmation email containing information about joining the webinar.

ARF Tracking Tool

Thursday, April 27, 2023, 3:00 – 4:15 EASTERN

As you know, all Program Directors are required to submit their fully updated ARF Tracking Tool that substantiates the aggregated data that they are reporting on their ARF. In April 2023, the MAERB will be holding a webinar (similar to the September 2022 webinar) for Program Directors to demonstrate effective ways to use the ARF Tracking Tool. The registration link for the webinar on Thursday, April 27, 2023, 3:00 – 4:15 pm EASTERN is listed below. There is currently a training video (which took place September 2022) posted on the MAERB's website (www.maerb.org) under the Resources tab on the ARF Information page. This April 2023 webinar will be recorded and posted on the website, replacing the September 2022 video.

You can register for the webinar at the following link:

<https://us02web.zoom.us/meeting/register/tZYqcOyhpj8oHNyx-AHgK0Rg4Ci7sbPc3DfL>

After registering, you will receive a confirmation email containing information about joining the webinar.

CAAHEP *Standards and Guidelines*

As you all know, the 2022 CAAHEP *Standards and Guidelines for the Accreditation of Educational Programs in Medical Assisting* rolled out in April 2022. Because there are new requirements and an updated curriculum, there is an implementation timeline for the adoption of the new components with the *Standards and Guidelines* and the MAERB Core Curriculum.

The chart below has been printed in the *Program Director Handbook* and it provides a useful outline of the necessary changes.

In the fall of 2023, we will be sending each program an attestation form to confirm that you have made these changes.

Standard	Implementation Deadline
I.B.2 & 3 Award academic credit for the program or have an articulation agreement with an accredited post-secondary institution Have a preparedness plan in place that assures continuity of education services in the event of an unanticipated interruption.	October 1, 2023

<p>II.A Program Goals and Minimum Expectations</p> <p>Minimum Expectations statement changed: “To prepare medical assistants who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession.”</p>	<p>March 1, 2023</p> <p>There was a Tipping Point reminding you of this deadline. MAERB will not be collecting any information from you at this time, but we will be following up in the fall of 2023.</p>
<p>IV.B.1</p> <p>Graduates pursuing academic education related to progressing in health professions or serving in the military will be counted as placed.</p>	<p>Starting with 2023 ARF (focused on the 2022 data)</p>
<p>V.A.2.d, e, & f</p> <p>At least the following must be made known to all applicants and students</p> <ul style="list-style-type: none"> • Technical Standards • Occupation Risks • Articulation Agreements <p>V.A.3.c</p> <p>At least the following must be made known to all students</p> <ul style="list-style-type: none"> • Appeals Process 	<p>October 1, 2023</p>

In terms of the MAERB Core Curriculum Changes, it is anticipated that you began making the curriculum changes in the fall of 2022, with the understanding that every institution is different in how changes in curriculum are approved and implemented. Quite frequently, changes in curriculum can take up to a year, so it is understood that there will be a transition period.

Because curriculum changes take time, programs with visits scheduled in 2022 and 2023 are being visited with the expectation that they demonstrate compliance with the MAERB Core Curriculum in the 2015 *CAAHEP Standards and Guidelines*. If, however, there are any curricular citations incurred during site visits in 2022 and 2023, the CAAHEP letter will provide the curriculum from the 2022 MAERB Core Curriculum, as that will allow Program Directors to keep moving forward in implementing the new curriculum. Beginning with 2024 site visits and beyond, programs will need to demonstrate compliance with the MAERB Core Curriculum in the *2022 Standards and Guidelines*.

[MAERB at the 2023 AAMA Conference](#)

MAERB is planning to be at the AAMA Annual Conference in Lake Buena Vista, Florida, September 21 - 25, 2023. The MAERB will be hosting the following events at the dates and times below:

Friday, September 22, 2023, 8:00 am – 5:00 pm EASTERN: Self-Study Workshop, 2022 Standards and Guidelines

This Self-Study Workshop is designed to help continuing and initial accreditation programs prepare for the comprehensive review process. This year’s workshop is designed for programs

being visited in 2024 and 2025 and will be based upon the CAAHEP *Standards and Guidelines* that are anticipated to be approved in March 2022. Registration for this event will be limited to people who have site visits scheduled in 2024 - 2026, and programs that with a scheduled site visit during those years will be contacted directly about registration details.

Sunday, September 24, 2023, Time to be Determined: MAERB Forum

During the Fall 2023 MAERB Forum, you will receive a report about MAERB's activities in 2023, including follow-up on the many good suggestions that were made at both the AAMA Conference MAERB Forum and the Virtual MAERB Forum in 2022. There will also be an extended question-and-answer period. All are welcome! Please bring your questions and comments.

In addition, MAERB staff, Sarah Marino and Jim Hardman, will be available at the AAMA conference for conversation and consultation.

Annual Report Form (ARF) 2023, Deadlines

Looking ahead, below you will find a schedule for the 2023 ARF deadlines, just so that you can plan accordingly. Please remember that you should be updating your ARF Tracking Tool regularly so that you can easily fill out your Annual Report Form each year. The MAERB office held a training on the ARF Tracking Tool, and you can find a recording of the September 2022 training under the Resources tab on the ARF Information page of the MAERB website (www.maerb.org). Below you will find information about another webinar focused on the ARF Tracking Tool to be held on April 17, 2023, 3:00 -4:15 pm EASTERN. Look below for information about a live training session.

Fall Submissions, 2023 ARF (2022 admission and graduation cohorts, as well as updates to prior years)

August 18, 2023: Program Directors will receive a notice informing them that in approximately 30 days the 2023 ARF will be accessible online.

September 14-15, 2023: Program Directors will be sent an email with ARF logistics along with the green light to proceed.

October 20, 2023: Firm deadline for submission of the 2023 ARF

Spring Submissions, 2023 ARF (2022 admission and graduation cohorts, as well as updates to prior years)

December 15, 2023: Program Directors will receive a notice informing them that in approximately 30 days the 2023 ARF will be accessible online.

January 18-19, 2024: Program Directors will be sent an email with brief ARF logistics along with the green light to proceed.

February 23, 2024: Firm deadline for submission of the 2023 ARF

MAERB's Policies and Procedures Manual

The MAERB Policies and Procedures Committee met in January 2023 for their bi-annual discussion of the MAERB *Policies and Procedures Manual*. They discussed a change to MAERB Policy 204 "Annual Report Form Processing." Currently, in reviewing a program's compliance with the outcome thresholds, MAERB

does not “count” the top row containing the most recently submitted data. A few years ago, there was a shift in how we collected the data, and we implemented the following method:

- Organize by admission cohorts for retention
- Organize by graduation year cohort for job placement, graduate survey participation and satisfaction, employer surveys sent and satisfaction, and credential exam participation and passage.

Due to this shift, the data in the top row is now much more stable and the data more reliably complete. As a result, the proposed policy change removes the qualification that the top row will not be monitored. In other words, the top row will be evaluated for adherence to all outcome thresholds. Programs will be asked to submit additional information if there are three years in a row that are below threshold.

In addition, there was an expansion of the discussion about the definition of the trigger course and the formal admission process, but those definitions have stayed the same.

Below you will find the proposed changes, and you have the ability to comment on the changes at the following link: <https://www.cognitofirms.com/CAAHEP2/MAERBPolicy205AnnualReportFormProcessing>

Policy 205: Annual Report Form Processing

OTHER POLICIES LINKED TO THIS POLICY AND PROCEDURE: Policy 210 "Reporting ARF Outcomes," Policy 335 "Adverse Recommendations: Probation and Withdrawal," and Policy 315 "Focused Visits."

- I. All accredited medical assisting programs submit an annual report (ARF) that focuses on the level of achievement of the outcomes designated in the CAAHEP *Standards and Guidelines*.
- II. All accredited medical assisting programs are required to submit, on an annual basis together with their ARF, a complete and accurate ARF outcomes Tracking Tool that verifies the aggregated data on the ARF.
- III. CAAHEP-accredited medical assisting programs are required to meet 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 Surveys Sent	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

- IV. The credentialing exams eligible to be used to meet the exam outcomes are those which are accredited by the NCCA or ANSI and include only the following:
 - a. CMA (AAMA)
 - b. RMA (AMT)
 - c. NCMA (NCCT) taken after November 30, 2010
 - d. CCMA (NHA) taken after January 30, 2011
 - e. CMAC (AMCA) taken after October 8, 2015
- V. The Graduate and Employer Surveys need to include the exact questions, the Likert scale, and the organization by domains (cognitive, psychomotor, and affective) authorized by MAERB, as found on MAERB's template surveys.
 - a. Graduate surveys can be distributed no earlier than the actual completion of the program requirements and should be sent within six months of graduation.
 - b. Employer surveys should be sent by the Program Director to the employer within three to 12 months after the date of employment.
 - c. On an individual response to the survey, a positive response in the domains is signified by an average of at least 3.0 (on the Likert scale of 1 to 5) of all the questions within a particular domain.
- VI. A program failing to meet a single threshold for three consecutive years and/or multiple (two or more) thresholds for the two most recent consecutive reporting years will be required to submit additional information and present evidence that the deficiency is being addressed. If the

outcome thresholds are not addressed in the timeframe provided, there may be an adverse recommendation.

- VII. The MAERB may audit any program's ARF data at any time, even if the parameters outlined above are achieved. Programs are expected to keep the five years of raw data that verify the ARF summative data on the most current ARF. The data should be organized based upon admission cohorts for retention and based upon graduation year cohorts for job placement, graduate surveys and satisfaction, employer surveys and satisfaction, and exam participation and passage.
- VIII. A program placed on probation for unmet thresholds will have two years to meet the cited threshold(s) in order to have the probationary status of accreditation removed. If the cited threshold(s) are not met within two years, the program is subject to a recommendation for withdrawal of accreditation.

Defining the Admission Cohort

Programs define their admission cohorts by one of two methods: a formal admission process or a trigger course. A formal admission process entails the program receiving a program specific application and the ability to either accept or reject students. The last point is central, as it is the ability to choose among candidates that defines the formal admission process. If a program requires pre-requisites and a specific GPA, that is not defined as a formal admission process, if the program does not have the ability to reject students who fulfill the requirements. If a program is to define its admission cohort based upon a formal admission process, it must be a process that is specific to the medical assisting program.

The second method is the trigger course. The trigger course is the first course in the medical assisting program curriculum in which the student is taught, and achievement measured on any psychomotor and/or affective competencies within the MAERB core curriculum. The formal admission cohort will be the group of students who have successfully completed the trigger course. If any of the psychomotor and/or affective competencies are taught and achievement measured in other courses outside of medical assisting courses prior to the start of that trigger course, the competencies must be re-assessed and/or re-evaluated during the progression of the instruction of the MAERB Core Curriculum prior to them being performed by the student at the practicum.

Programs must demonstrate that they follow one, and only one, method of defining the admission cohort.

EXAMPLES AND PROCEDURES

There are details about the submission schedule for the Annual Report Form in the *Program Director Handbook*. If the program submits the information late, incomplete, or lacking statistical integrity, there are corresponding fees, which are outlined on the MAERB Accreditation Fee Schedule page. The MAERB Office provides instructions and training webinars in order to provide support to the programs.

In terms of the schedule for submitting the data, programs submit information for the preceding year's admissions cohort/s and graduation cohort, as well as update the years prior to that. As an example, the 2023 ARF focuses on the 2022 admissions cohort/s and the 2022 graduation cohort. In addition to submitting this new information, programs also update the previous years' admissions cohorts/graduation cohorts to ensure that the information is up to date.

Programs are required to submit a current ARF Tracking Tool in conjunction with the aggregated data that is submitted with the Annual Report form. The ARF Tracking Tool will be submitted in conjunction with the ARF on an annual basis. For newly accredited programs, the ARF Tracking Tool template is found on the MAERB website on the ARF Information tab, under Resources.

The outcomes are reviewed by MAERB annually, according to the policies outlined above. There are three possible responses to the review of any Annual Report: an “All Met” letter, a “Monitor” letter, and request for an Expanded Action Plan. If a program has met all the outcomes for the most recent year, then the program will receive an “All Met” letter. If some of the thresholds are not met, the program will receive a “Monitor” letter. The “Monitor” letter indicates one of the following: the program either has not met the threshold or that the program has not yet had enough time to collect the data. The expectation is that the program will know the category into which they fall. In addition, programs are asked to be familiar with the standards that MAERB uses in order to determine an adverse recommendation, as is outlined in Policy 335.

If a program fails to meet a single threshold for three consecutive years and/or multiple (two or more) thresholds, the program will be required to submit additional information. The program will receive a template of an Expanded Action Plan (EAP) report, consisting of a series of questions for the given unmet outcome/s. This report will then be reviewed by the MAERB at one of their bi-annual meetings. After the report is reviewed, the program will receive a detailed letter providing the program with specific feedback. The program may need to submit a similar report for the next two years, reporting on progress made in meeting the outcome/s. If the program continues to not meet the thresholds after the third EAP report, the MAERB will consider requiring a focused visit. If the focused visit reveals a significant failure to address the unmet outcomes, the program may receive an adverse recommendation.

All programs are required to report on their outcomes annually, in the form of the submitted ARF. During the time of a program’s comprehensive review (i.e., site visit), programs are required to present raw data that validates what has been submitted on the most recent ARF. Regardless of the timing of the program’s next site visit, programs are required to maintain the raw data in support of the 5 reporting years on the program’s most recent ARF.

MAERB Resources

In the weekly “Tipping Points,” Jim Hardman reports on any additions to the website. Below is a summary of the changes and updates over the last seven months for your reference. Most of these items had been announced in the Tipping Points, so the list compiles those announcements.

- ARF Information
 - **Updated:** Outcomes Thresholds Chart—It includes details about the formal admission process and the trigger course, but there is no change in substance.
- Site Visits and Program Resources
 - **New:** Spring 2023 MAERB Report

- **New:** Initial Accreditation Self-Study Report Template, 2022 Standards
- **New:** Continuing Accreditation Self-Study Report Template, 2022 Standards
- **Updated:** ARF Raw Data and On-Site Documents, 2022 Standards
- **New:** Site Visit Agenda, 2022 Standards
- **New:** Technical Standards, Samples
- **New:** Preparedness Plan, Samples
- **Updated Regularly:** Most recent Tipping Points
- Standards and Policies
 - **Updated:** Faculty Qualifications Attestation Form
 - **New:** Change of Award Form
 - **Updated:** Curriculum Change Form
- Educator Videos
 - **New:** Videos—Standards and Guidelines
 - **New:** Self-Study Report Template, 2022 Standards webinar recording
 - **New:** Curriculum Mapping webinar recording
 - **New:** MAERB Virtual Forum 2022 webinar recording
 - **New:** MAERB Policies and Procedures Manual webinar recording
- Surveyor Resources
 - Surveyor Debrief, Fall 2022 webinar recording
 - Site Visit Training for Spring 2023 webinar recording

MAERB's Contact Information

Telephone: MAERB's central phone number is the following: 312-392-0155. When you listen to the message, you will hear the extensions for the MAERB staff. Please call us when you have questions. As you were informed above, MAERB's office hours are 8:00 am – 4:30 pm EASTERN.

Submitting Self-Studies, Progress Reports, and other Accreditation Materials: Program Directors have the capacity to upload accreditation documentation, such as Self-Study Reports, Progress Reports, Requests for Reconsideration, and other large file submissions, on the Submissions tab of the MAERB website. The directions for doing so are under the Resources tab of the MAERB website (www.maerb.org) on the Site Visits and Program Resources page in the "Instructions" section. The instructions are titled, "Submitting Documents, MAERB website." Program Directors were sent their permanent password in May 2020 or at the time of receiving from the MAERB office their official approval as Program Director. This upload system is designed for any large collection of documents. If your submission is not large or multi-layered, you are encouraged to send the documents via email to your Program Manager.

Mailing Address: In order to remit payments via check to MAERB, you would use the following address:

MAERB
2020 N. California Ave., #213
Suite 7
Chicago, IL 60647

Virtues of Accreditation

The MAERB continues to showcase the Virtues of Accreditation on a regular basis in its biannual MAERB Report. At the September 2019 MAERB Forum, participants requested that MAERB provide a brief outline of the virtues of accreditation so that Program Directors and other instructional staff of CAAHEP-accredited medical assisting programs can discuss the benefits of CAAHEP accreditation with administrators at the organizations that sponsor the medical assisting program.

Below you will find a list of accreditation virtues that we first published in fall 2019 and have updated since then. The MAERB welcomes your participation in this process, as we realize that you, too, have a list of advantages that you outline when you speak to students, administrators, and employers. Please contact Sarah Marino (smarino@maerb.org) if you have additional ideas.

- **Accreditation assures professional competence:** Graduates from a CAAHEP-accredited program have covered the comprehensive MAERB Core Curriculum and achieved the psychomotor and affective competencies to ensure patient safety.
- **Accreditation offers standardization, uniformity, and consistency:** All CAAHEP-accredited programs cover the same MAERB Core Curriculum, so employers can be guaranteed that the students know a given body of entry-level knowledge.
- **Accreditation requires external verification, review, and validation:** In fulfilling the standards, CAAHEP-accredited programs submit their outcomes to MAERB for an annual review and go through a comprehensive site visit review with CAAHEP every ten years.
- **Accreditation protects resources:** The accreditation *Standards and Guidelines* specify that the students and faculty have access to specific resources to ensure that the program can comply with the national standards.
- **Accreditation enhances the institution's reputation:** Institutions participating in programmatic accreditation distinguish themselves from other institutions.
- **Accreditation is public:** CAAHEP-accredited programs are listed in a CAAHEP database for student and educator access, and CAAHEP-accredited programs post their status and outcomes.
- **Accreditation travels well:** Employers across the country recognize the value of accreditation.
- **Accreditation advances the profession:** The standardization, uniformity, and consistency that accreditation ensures, as well as the review of the *Standards and Guidelines* and MAERB Core Curriculum, move the profession forward toward greater recognition in the allied health field.
- **Accreditation acknowledges accountability:** Educational programs graduating prospective healthcare workers must be accountable in ensuring patient safety, and accreditation supports the process of accountability with curriculum that is innovative, relevant, and current.

You can help us by adding to this list, so please contact Sarah Marino (smarino@maerb.org) with your suggestions, and we will continue with this list.