

Outcome Thresholds Chart

Annual Report Form CAAHEP Accredited Medical Assisting Educational Programs

This form has been updated to reflect the new Annual Report Form (ARF) reporting policies. In fall 2019, MAERB has asked the Program Directors or CAAHEP-accredited programs to track retention based on admission cohorts, and to track job placement, graduate surveys, employer surveys, and exam participation and passage on graduation year cohorts. In addition, in fall 2020, MAERB changed Policy 205, replacing the Employer Survey Participation Outcome at a 30% threshold with Employers Surveys Sent at a 100% threshold.

The Medical Assisting Education Review Board (MAERB) has established the following thresholds to be reported on a yearly basis for outcomes 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 2022 CAAHEP *Standards and Guidelines for the Accreditation of Educational Programs in Medical Assisting*, Section IV.B and the 2022 CAAHEP *Standards and Guidelines for the Accreditation of Educational Programs in Medical Assisting*. They are monitored annually through the MAERB ARF.

MAERB Policy 205 outlines the processing of the Annual Report Form. The grid below outlines the requirements for meeting the threshold, provides an example, and outlines what type of raw data will be needed in order to verify the ARF when it is time for a comprehensive review or if the MAERB requests an audit.

Outcome	Threshold	Example	Raw Data
<p style="text-align: center;">Programmatic Retention/Attrition Rate</p> <p>Programs identify their admission cohort in one of two ways.</p> <p>Formal Admission Process: Programs have students apply formally to the medical assisting program.</p> <p>Trigger Course Definition: If used for retention, 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.</p>	$\geq 60\%$	<p>If there is a total of 20 students admitted during a specific year, the threshold will not be met if more than 8 students drop out of the program for any reason</p>	<p>A list of students who were accepted into the medical assisting program.</p> <p>The course list or its official equivalent for the “trigger course,” listing the names of students who enrolled for the course, indicating if they dropped/withdrew, failed or passed would be the raw data. The admission cohort consists of the group of students who have successfully completed the trigger course. That information will provide verification for the admission cohort. In addition, there needs to be a compiled chart of the students by admissions cohort indicating whether they are in progress, have dropped</p>

<p>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 MAERB core curriculum prior to practicum.</p>			<p>out, or have graduated in order to verify the retention rate</p>
<p>Positive Job Placement (includes work in medical assisting or a related field, continuing in school or entering the military)</p>	<p>≥60%</p>	<p>If there are 20 graduates in a specific year, at least 12 would need to acquire a position in medical assisting or a related field, be continuing their education, and/or be in the military.</p>	<p>The majority of programs acquire this information from the graduate surveys, but there are times when the PD learns about job placement through informal contacts. The completed graduate surveys are generally the raw data, but there should also be a chart to document the informal acquisition of this information.</p>
<p>Graduate Survey Participation Rate</p>	<p>≥30%</p>	<p>If there are 20 graduates in a specific year, at least 6 would need to return the survey.</p>	<p>The completed graduate surveys serve as the raw data. If the program conducts the survey over the phone, the survey should be filled out and annotated appropriately. If an online survey is used, the information can be aggregated, but the respondents need to be clearly identified, along with their response.</p>
<p>Graduate Survey Satisfaction Rate (Survey – MAERB Instrument)</p>	<p>≥80%</p>	<p>If 10 graduates in a specific year return surveys, at least 8 of the surveys would need to give a satisfactory rating (an average of 3 or above on all the questions) on the program.</p>	<p>The graduate surveys serve as the raw data.</p>

Employer Survey Sent Rate	100%	If a program has 10 graduates for a specific year who became employed as a medical assistant or in a related field, all ten employers would need to be sent an employer survey.	The ARF tracking tool will serve as the raw data. The program will need to indicate the date in which the employer survey was sent.
Employer Satisfaction Rate (Survey – MAERB Instrument)	≥80%	If a program sent surveys for the 10 employed graduates from a specific year, and they were all returned, at least 8 would need to report satisfaction (an average of 3 or above on all the questions) with the graduates of the program.	The employer surveys serve as the raw data.
National Credentialing Participation Rate CMA (AAMA), RMA (AMT), NCMA (NCCT) taken after 11/30/2010, CCMA (NHA) taken after January 30, 2011 CMAC (AMCA) taken after October 8, 2015	≥30% Reporting begins with 2013 Grads	If a program has 20 graduates within a given year, at least 6 of those 20 would need to take one of the following credentialing exams: CMA (AAMA), RMA (AMT), NCMA (NCCT), or CMAC (AMCA).	The program will need to keep its own records, tracking the participation and passage of the graduates based upon the information received from each organization. <i>CMA (AAMA) data will be automatically entered into the ARF, but it does need to be double-checked.</i>
National Credentialing Passage Rate CMA (AAMA), RMA (AMT), NCMA (NCCT) taken after 11/30/2010, CCMA (NHA) taken after January 30, 2011 CMAC (AMCA) taken after October 8, 2015	≥60% Reporting begins with 2013 Grads	If a program has 20 graduates from a given year take an exam, at least 12 of those 20 would need to pass one of the following credentialing exams: CMA (AAMA), RMA (AMT), NCMA (NCCT), CCMA (NHA), or CMAC (AMCA).	The program will need to keep its own records, tracking the participation and passage of the graduates based upon the information received from each organization. <i>CMA (AAMA) data will be automatically entered into the ARF, but it does need to be double checked.</i>

Discussion of Outcomes Threshold and MAERB Policy 205, Annual Report Form Processing

Programs are required to keep the raw data for the years that are included on the most recent ARF. The MAERB staff review and verify the ARF raw data at the time of each program's comprehensive review. Program Directors are required to use the ARF Tracking Tool in order to substantiate the aggregated numbers that they submit on the ARF in addition to saving the raw data. The data is reported for a five-year period. It will be less than five years if your program is in the initial accreditation period. You will need to keep all the raw data for the years that are represented on the most current ARF.

The MAERB collects a total of five years of data each year in order to ensure that each admission cohort goes through the full cycle.

If a program does not meet a single threshold for three consecutive years and/or does not meet multiple (two or more) thresholds for the two most recent consecutive reporting years, then the program is required to submit an Extended Action Plan. The program will receive instructions from the MAERB office.