

Medical Assisting
Education Review Board

Get Current!

Seminar designed for MAERB Surveyors, June 2014

Agenda

- Introduction and Rules of the Road
- MAERB Updates
- RFI: Top Peeve
- Hightail and document transmission
- On-Site Survey Report Review
- Annual Report Form Policy Changes
- Questions

Introductions and Rules of the Road

- MAERB Staff
- Participants muted
- If you have questions, please use the “Questions” box

MAERB UPDATES

- You will find on the MAERB Website in the General Reference section the New Standards and Core Curriculum (Standards and Guidelines 201x, NYA)
- The Program Director’s Handbook is currently being revised and is anticipated to be completed by the end of the summer

Request for Information: Top Peeves

- The MAERB members are collecting “peeves” from Surveyors in order to put together a list of the “Top 10” Surveyor Peeves for the upcoming Accreditation Workshops (August & October)
- Send your top peeve about what programs do or don't do preparing for or during site visits to Sarah (smarino@maerb.org) or Jim (jhardman@maerb.org) OR submit it, along with your evaluation of the webinar.

Hightail

- Document Transmission Service
- MAERB pays a monthly fee
- You do not need to register for anything
- Encrypts and zips “big” documents to send through email

Hightail Email

A file has been sent to you via **Hightail** - the best way to send, share, and store your files. [Try it now.](#)

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Directions for Hightail

- Click on the link above next to the command to download the file. At that point, another page will open up, and you will see the same message with two options at the top right of the page.
- Please download this material immediately, as the active link will expire within 14 days. Once you download it to your computer, it is saved there.
- Click on Download in order to transfer the folder to your computer. You should see the file downloading.
- It will take approximately 30 seconds to 2 minutes to download.
- You will then need to move the folder from your downloads to your designated location, such as your desktop. You will find that the material is within a folder within a folder. It is easy just to move the central folder with the files to the area that you designate.

Hightail Website

NameOfInst.zip

Expires in **14 days**

Sarah Marino

NameofInstSSR

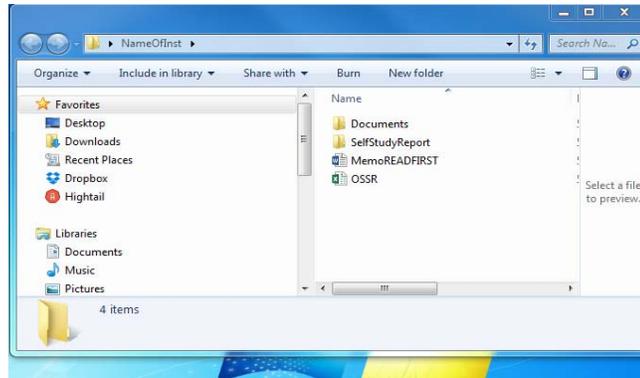
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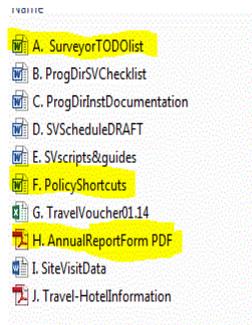
Save it to Hightail



Institution's Materials



Documents



Evaluation Forms

- Survey Monkey link on the Surveyor To Do List
- You will receive a reminder after the visit to fill out the form for your fellow reviewer
- This form also has a space for you to make suggestions to the Accreditation staff as well
- Programs will also receive a link to fill out a form

Peer Evaluation Form

- Survey Monkey Link:
<https://www.surveymonkey.com/s/surveyorevalpeer>

OSSR Reminders

- Jim Hardman will be covering the OSSR to highlight some central issues.

Revised MAERB Policy 1.16 Annual Report Form Processing

- Change in Credentialing Exam
 - Participation: 30% of all graduates for that particular year
 - Passage rate: 60% of all the exam-takers
- Data Monitoring Approach
- Definition of the “Trigger Course”
- Retention of raw data for five consecutive years supporting the ARF summary data

Credentialing Exam

- Programs will be asked for and/or supplied information about exam participation rate and passage rate beginning with the 2014 ARF
- It will be monitored as of the 2018 ARF (2017 graduating class)
- Previous Exam data will no longer be part of the ARF

Data Monitoring Approach

- In reviewing the ARF, the MAERB will not monitor the data from the most recent reporting year (the top row); rather the data from the three years prior to the most recent will be assessed.

PREVIOUS: TRIGGER DATE

- **DO NOT USE:** This trigger date is restricted to a date that is no later than the first course in which a student is assessed on any of the psychomotor and affective domain objectives (competencies) that are included in the Core Curriculum for Medical Assistants, Appendix B of the 2008 Standards and Guidelines for the Accreditation of Educational Programs in Medical Assisting.

CURRENT DEFINITION

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 MAERB core curriculum prior to practicum.

Hypothetical in Shorthand

- GE 101: I.P.1 Obtain vital signs
- GE 102: I.A.2 Use language/verbal skills that enable patients' understanding

Entrance into Medical Assisting Program—Master Checklist

- MA 101: TRIGGER COURSE—The students who successfully complete the trigger course comprise the Admission Cohort.
- MA 102: Re-teach and re-assess/evaluate I.P.1
- MA 103: Re-teach and re-assess/evaluate I.A.2

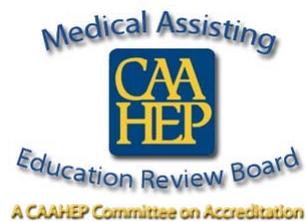
Information for Surveyors

- There will be a transition time, as programs for the fall will probably be relying on the previous definition of the trigger date. You will simply be using the definition of the trigger course in the past.
- On the visit, ask the Program Director if there have been any changes in the “trigger” over the five year period and how that might have affected the retention rate.
- For retention, you will be checking Divider D-5 for the retention statement and matching the retention data to that information.
- If you do not think that they have accurately defined a trigger course, you would cite them for retention.

Raw Data

- MAERB relies upon you to check the raw data
- If the raw data does not match with the numbers within a specific threshold, it is a citation
- If there is a discrepancy, ask the Program Director
- Include the Program Director's explanation in your rationale if there is a discrepancy in the data and you cite the program in that outcome due to that discrepancy

Threshold Grid



Citation Information for Surveyors

You would cite within the outcomes section for the following reasons:

- If the program is not using the questions, Likert scale, and domain separations for the graduate and employer surveys **NOTE: MAERB provides templates, but they can be varied as long as those key elements are included.**
- If the raw data does not match or support the summative data
- if the "trigger" does not conform to the definition that is used in either the past or the newly updated definition
- If the program is not measuring a given outcome (not sending out surveys, not keeping data)

Major Change

You would not cite the program

- If the program has not met the thresholds

Data Monitoring Approach Hypothetical

Year	Retention	Placement	Grad Part	Grad Sat	Emp Part	Emp Sat	Exam Part	Exam Pass Rate	# Grads
	>=60%	>=60%	>=30%	>=80%	>=30%	>=80%	>= 30%	>=60%	
2013	70.97%	00.00%	00.00%	0.00%	0.00%	0.00%	50.15%	55.73%	0
2012	87.82%	65.43%	27.00%	90.00%	28.40%	100.00%	40.92%	48.15%	15
2011	62.70%	78.07%	78.07%	95.00%	23.97%	82.31%	27.33%	38.46%	11
2010	70.21%	69.87%	22.17%	95.00%	59.17%	79.47%	22.97%	12.50%	12
2009	82.37%	88.31%	36.15%	100.00%	50.00%	84.50%	0.00%	0.00%	14

On-Site Scenario

- All the data matches except the Job Placement
- Program Director explains she learned informally about some job placements
- There are some unmet thresholds: Graduate Participation, Employer Participation, and Exam Participation and Passage

Hypothetical

	B	C	D	E	G
◆	Periodically assesses its effectiveness		Met		The raw data provided to support the job placement threshold did not match the numbers in the ARF. The Program Director explained that she had learned about job placements informally, but there were no notes or charts to support that information. There was job placement information on the graduate surveys, but because of the "informal numbers," they did not match the numbers on the ARF.
◆	Results reflected in review and timely revision		Met		
◆	Outcomes Assessments include:				
●	retention		Met		
●	positive job placement		Not Met		
●	credentialing exam results		Met		
●	graduate satisfaction survey		Met		
●	employer satisfaction survey		Met		
●	programmatic summative measures				
▪	competencies		Met		
▪	practicum evaluation of students		Met		

Thank you

We will be sending you a link to an evaluation of this webinar so that you can let us know how we can improve, what other information you would find helpful, and how we can best support you in the important work that you do for medical assisting programs.