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characters or less)

Personal responsibility with BLS certification, immunizations and the desire to be a life-long learner. Professional responsibility comes through the number of skill practices and required score of 85/100 to pass the administrative and clinical competencies. Students are supported and encouraged to pass the CMA (AAMA) certification exam. Community responsibility by topics such as implicit-bias, AHEC, LGBTQ, PBS's Brief but Spectacular all expose students to what it means to care for humanity.

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College of Pharmacy, Adult Immunization Program

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Example: Communicate effectively in a variety of contexts and formats Exceeded faculty expectations.

The Program Student Learning Outcomes are:

- 1. Entry-level psychomotor, affective and cognitive curriculum content areas of medical assisting.
- 2. Professional and ethical behavior in the healthcare setting.
- 3. Commitment to the medical assisting profession by sitting for the CMA (AAMA) exam.

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Based on the Graduate Surveys from the previous three co-horts, graduates responded Strongly Agree (5) and Agree (4) in a Likert 5 – 1 scale. The Program has achieved Graduate Satisfaction of 100% within the Annual Report analysis submitted to MAERB.

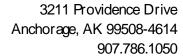
Employer Surveys are sent within six months of employment, if identified on the Graduate Survey. The Employer Survey asks questions relating to demonstrated abilities of an entry-level medical assistant by charting accurately, completing diagnostic and medical procedures and functioning effectively as a member of the healthcare team and contributes positively to the environment. Based on the Employer Surveys from the previous three co-horts, employers responded Strongly Agree (5) and Agree (4) in a Likert 5 – 1 scale. The Program has achieved Employer Satisfaction of 100% within the Annual Report analysis submitted to MAERB.

Our graduates have shown a commitment to the medical assisting profession by sitting for the CMA (AAMA) exam. Participation is 85.71% with an Exam Passage Rate of 94.44%.

While the numbers should indicate Exceeded Faculty Expectations, this Program Director is concerned with the impact COVID will have on the immediate future of these numbers. Graduates have remained in their pre-degree jobs and have chosen not to enter the healthcare workforce although all were offered positions at their end of their Medical Office Practicums. Within the nine student 2019 cohort, seven went to Practicum and two of those are currently working in clinical settings. The two students who delayed their Practicum until Summer 2021 are working in healthcare. This is concerning to the Program and while COVID has much to do with the employment decisions it cannot be ignored.

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The Program excels in close engagement between experienced faculty and students ensuring completion.

The clinical affiliates host our students because of their strong entry-level skills, willingness to learn and professionalism. The Program continues to experience community demand for our students with increased Affiliate Agreements. Responses to Weekly Supervisor Updates and the detailed Practicum Evaluation of Student provide additional insight to student learning and ways to improve preparation of entry-level medical assistants for the community.

The Program is nimble and adjusts content to the needs of the local community and remain within the parameters of accreditation.

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Metric	Definition	Rationale	
	T T R	first 60 credits, students typically	
		focus on completing GERs and often	
	T	switch majors. Tracking how long it	
		takes students to complete their	
		degrees after 60 credits, when many	
		students have likely committed to a	
		specific major, can provide	
		actionable information for	
		departments.	
COURSE PASS RATES	The percentage of students who	Low pass rates are one critical way	
BY COURSE LEVEL	receive a passing grade (A, B, C, P)	to identify courses that are barriers	
(Undergraduate lower-	for all undergraduate students and	to student success and degree	
division, undergraduate	(A, B, P) for graduate students in a	completion. Failing key courses	
upper-division, and	course offered by a program	correlates with low retention and	
graduate).	compared to the same rate	more major switching. Mitigation	
	calculated for all courses at that	strategies can be internal or external	
	level. Based on a 5-year trend.	to the course itself, including, among	
	Included in the denominator for	other things, the use of high-impact	
	undergraduate courses are the	pedagogical practices, appropriate	
	grades D, F, W, I, NP, NB. Included	placement, course sequencing,	
	in the denominator for graduate	tutoring, and other means to ensure	
	level are the grades C, D, F, W, I,	student success within a particular	
	NP, NB. Discipline acts as a proxy	course. This metric and the	
	for a program.	disaggregation of the data can	
	T R	inform planning, decision making,	
	T	and the allocation of resources to	
		programs and services designed to	
		mitigate gaps in achievement and	
		equity.	

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Graduate Satisfaction remains at 100%; Employer Satisfaction remains at 100%; CMA (AAMA) Exam Passage remains at 94.44%; Student Retention is high at 80%. It is well known that if a UAA MA Student wants to work in an ambulatory healthcare setting they will be offered a position at the end their Practicum experience.

After completing the Dean Section and signing it, the dean should email this form to the program, and

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