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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.



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.



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

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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.

