

Medical Assistant – Certificate – Full Review & SLOA

Current Compliance Year: 2023-2024

Full review

Recent Recommendations

Feedback will include recommendations from the last Expedited Review or from your most recent review by your school or college. You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

Response to Previous Recommendations (if any):

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Student Learning Outcomes

The previous Student Learning Outcomes Assessment has been submitted as its own report. Going forward you will use the following prompts to discuss the success of your most recent SLOA plan and address your assessment activities since your last SLOA report (typically the past two years or since your last program review).

Learning outcomes feedback from last review: Feedback and recommendations may not appear until after your first full or mid-cycle review.

Developing

Discuss your SLOA findings, changes you are making and what you hope to see as a result:

The changes you are making: No changes at this time in response to our current SLOA and results. We have 100% pass rate competencies in MA F144, MA F142, MA F244. Over 80% of graduated students took the CMA(AAMA) national exam and passed.

What you hope to see as a result: We will continue our diligence in teaching the MA core curriculum and continue to encourage students to take the National exam to maintain the over 90% pass rate.

Discuss the curricular changes made based on assessing your SLO. If you haven't made any curricular changes, please explain why not and address what you did notice in the review, including strengths of your curriculum through the assessment of your outcomes:

Curricular changes why or why not: No changes needed at this time, because according to graduate and employer surveys recent graduates are proficient in the MA field at the time of hire.

Address what you noticed in the review: Student numbers have been on the decline since 2019 (COVID). At the request of industry partners, we've created an MA OE to expedite the training process. This will help meet the community workforce needs.

We are currently working on a Hybrid model for the MA core curriculum. We hope to have approval by the MA accrediting body by the end of Spring 2024. Curriculum changes will be submitted to the faculty senate Fall 2024.

Strengths of your curriculum through the assessment of your outcomes: Our strength is consistency. Consistent with number of students applying and passing the national exam, high percentage of students graduating with their MA certificate degree and employer satisfaction with our recent graduates.

Are communication outcomes embedded in the SLOA Plan?

As of 2017 all Baccalaureate programs were required to embed the communication outcomes within their SLOA Plans, this is optional for non-Baccalaureate programs.

Not Embedded

Student Success

To access the Student Success Dashboard please sign into a UA computer with VPN connection (if not on campus). You will need your UA credentials and it is best accessed with the most updated version of Chrome, Edge, Firefox or Safari browsers; Internet Explorer is not supported. You will need to filter the data to see your programs. If you need assistance in finding the data for your programs, please contact your data liaison or [Julia Manfredini](#) in the PAIR office.

Data Liaisons

Each school or college has a team of Data Liaisons to help you analyze the data provided in the portal and may be able to help you see your data in multiple contexts. You can find a list of data liaisons on the resources page for Program Review.

The college or school level committee will also have access to this data with the goal that by providing these visualizations data availability will be increased.

Data supplied within the dashboard linked below is intended for Academic Program Review and not for any other purpose.

[Student Success Data Dashboard](#)

Previous Feedback: Feedback and recommendations may not appear until after your first full or mid-cycle review.

Student Success Data Trends:

Decline in majors, Decline in degrees awarded, Decline in SCH

If equity gaps were found in any of your disaggregated student success data, please explain how you plan to address those gaps. Please contact your data liaison or make an appointment with [Julia Manfredini](#) to learn more about analyzing your data.

To increase student enrollment, we will work with the marketing department to highlight not only the MA programs, but the new OE program.

Optional Data Explanation

Feel free to share more of your thoughts on the data provided.

High Impact Practices

According to the AAC&U, High-Impact Educational Practices “have been widely tested and have been shown to be beneficial to college students from many backgrounds.” UAF is particularly interested in Undergraduate Research and/or Scholarly Activity because it is one of our mission fulfillment indicators, but all of these researched High-Impact Educational Practices should be reflected in your program’s student learning outcomes and curriculum.

Previous Feedback: Feedback and recommendations may not appear until after your first full or mid-cycle review.

High-Impact Practices Used in this Program

Please use the following fields to discuss how your program is using the high-impact practices, successes and known issues and solutions, or ways you are considering incorporating them in the future. If you are not using any of the high-impact practices listed, please use the "Other or None of These," field to share what your program is doing to help students be successful.

High Impact Practices that currently apply to your program:

Internships

Collaborative Assignments & Projects

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Undergraduate Research

--

Diversity/Global Learning

--

ePortfolios

--

First Year-Seminars & Experiences

--

Writing-Intensive Courses

--

Service-Learning and/or Community-based Learning

--

Internships

Work closely with industry partners for placement for all of the MA students. At the end of the 180 externship hours students are proficient and ready to join the workforce.

Capstone Courses & Projects

--

Other or None of these (explain)

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Program Profile and Financial Data

The program review elements in this section usually stay consistent for departments. Any responses you provide will be saved for your next visit. So, when it's time for the next program submission, your previous narrative profile answers will be here, ready for editing. You can then decide if any updates are necessary, based on your needs for the next program review cycle.

Financial Data Resources

The Board of Regents shapes program review, through BOR Policy 10.06, to support budget increase advocacy in the state legislature. The standardized financial data template should be analyzed with your data liaison to assess your program's capacity and resource status.

To keep integrity and remain standard across all of UAF it is very important that you do not provide any additional or alternative data.

Financial Template

Your data liaison may have uploaded your template to the Google folder for this program, or you may do so now.

Previous Feedback: Feedback and recommendations may not appear until after your first full or mid-cycle review.

Cost Effectiveness

How does your department/program approach being cost effective?

#NAME?

Program's Value to Mission

The goal of the Allied Health programs is to provide quality healthcare workers for the healthcare facilities throughout the interior and rural areas. Working with our industry partners we train, educate and provide an essential healthcare workforce each and every semester.

Duplicative Programs

UAA, UAS both have similar MA programs across the state. The demand is so high we have yet to meet the need.

Community or Other Partnerships

TVEP money is used to help fund medical supplies and demonstration equipment.
The Allied Health department programs shares resources.

Value of Service Courses (Optional)

Post-Graduate Success

On average for the past 3 years:
- 85% of Medical Assistant graduates are working in the field as a Medical Assistant.
- 100% of employers who hire our MA graduates are satisfied.

Submission

Submitter & Collaborator Names

Zenaida Kirkland Cathy Winfree

College or School Review Committee

The college or school committees set the tone for helping each program feel seen during this process. We have provided you with strength-based feedback tags to attach to this program review. Please select as many as applicable.

Overall Recommendations

Increase enrollment, Increase graduates, Increase retention/persistence

Explanation of Recommendations

- Continue to work on increasing enrollment with an eye on increasing retention/persistence and an end goal of increasing graduates.
- This program has many strengths such as employer placement and is meeting all of the employers expectations as indicated by a 100 percent happiness feedback.

Student Learning Outcomes Assessment Feedback (tags)

Strong alignment with SLOA plan

Student Learning Outcomes Assessment Feedback (narrative)

- The curriculum changes reported under student learning outcomes do not appear to be a reflection of SLOA outcomes.
- Update Intended Objectives/outcomes with broader competency statements

Profile Feedback

Program is mission-centric to UAF or college/school, Collaborative with other UA programs, Strong post-graduation success for students, Strong ties to the community or industry

Financial Feedback

Productive Faculty

Student Success & Equity Feedback

- '- There is a decline in majors, degrees awarded, and SCH. Potential future declines are possible because industry is training MA's in house since covid.
- The program began responding to these declines in 2020 by working with the marketing department and high schools. The changes are yet to be seen in increased enrollment.
- Advertise the new occupational endorsement to increase the number of students enrolling in MA courses?
- Created pathways for high school students with funding through grants.
- Professional development/recertification opportunities
- Student numbers have been on the decline since 2019 (COVID). At the request of industry partners, they have created a MA OE to expedite the training process. This will help meet the community workforce needs.

High-Impact Practices Feedback

- Program has listed 180 hour externships as high impact and has indicated that the students are proficient at the end of the externships.
- Hands on learning is required throughout the learning process and is high impact. Collaborative processes used throughout.

Dean's Review Feedback

No feedback was recorded.

Vice Provost Feedback

SLOAs - It needs to be noted that the SLOs for the AAS and Certificates in Medical Assisting are identical – two different degree programs cannot have identical SLOs, need to differentiate the SLOs between programs. Provided 2 SLOs; per NWCCU guidelines, need 3-6 SLOs; so will need to identify other SLOs that address measurable knowledge, skills, and abilities that would be expected for a graduate from this program to have upon degree completion; the program might consider revising the SLOs to include more “action” words (<https://tips.uark.edu/blooms-taxonomy-verb-chart/>). Would also recommend fleshing out the current SLOs to be clearer on the knowledge, skills, and abilities that a graduate would be expected to possess upon graduation. Need to address closing the loop and continuous improvement.

HIPs - Provided overviews of these practices (only one listed); could have used more details for this practice with specific examples. Not clear if internships are required for all students or if students can choose from a group of options. Frequency of these opportunities? Where in the program/what classes? Required or optional? What proportion of students involved?

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
Medical Assisting Certificate Degree Program
 UAF Community and Technical College
 Date: November 2023

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
MISSION STATEMENT: “UAF CTC mission is: Alaska’s quality choice for workforce development, academic preparation, lifelong learning and building community.” The Allied Health Mission is: “To provide academic, clinical, administrative and professional skills that will prepare graduates for employment in entry level positions in the healthcare field. This will afford the student the opportunity to obtain the credentials to advance their field.” GOAL STATEMENT: To provide the student with the cognitive(knowledge) psychomotor(skills) and affective (behavior) job skills required for entry level employment as a medical assistant in a physician’s office or ambulatory care center. Industry partners who hire UAF CTC graduates are satisfied with the skills and knowledge the graduate possesses after graduating from the UAF CTC Medical Assisting program.	Knowledge and Mastery of Competencies: MA F144 Administrative Procedures MA F142 Clinical Procedure I MA F244 Clinical Procedures II - Students will pass 100% of the skills(competencies) with an 85% or above. 100% of the skills (competencies) will be taught, assessed and evaluated by the instructors. Students who complete a Medical Assisting Certificate program will possess the skills and knowledge to gain employment in a healthcare provider’s office or ambulatory care center.	Competencies: Skills are identified on the course schedule; skills are demonstrated, practiced and assessed by the instructor. Finals skills test: Skills test includes the evaluation and documentation on checklist, in each of the following subject areas: - Written communication - Oral communication - Demonstration of each step in all competencies. Surveys: Graduate survey completed with the following areas addressed: - Cognitive skills - Psychomotor skills - Affective skills - Rated on a scale of 1-5 (high)	MA Instructors: Throughout the three courses Instructors observe and record assessment on a competency specific checklist for each competency for every student. Instructors observe student’s demonstration of competencies, record on checklist, review results, and implement changes as needed. If any student receives less than 85% on competency, students can practice and re-test. If score remains less than 85%, MA Program Director will be notified with possible recommendation to withdraw student. Allied Health Faculty: Graduate and employer surveys are conducted in August and March by the Allied Health faculty or designee. The survey will evaluate for any areas of weakness (less than a 3 on a scale of 1 to 5). Faculty will analyze the results of the survey and recommend appropriate curriculum changes as need to the Medical Assisting Program Director and AH Programs Director.
	Program evaluation: Graduates will sit for and pass the National Certification Examination for the Medical Assistants CMA(AAMA).	National Exam: 80% of students taking the national certification examination for Medical Assistants pass the examination.	MA Program Pass rates: Pass rates will be updated annually by the Allied health Faculty or designees. Data will be analyzed by the medical Assisting Program Director. If less than the 80% a review of the curriculum will be completed by

		50% of graduated students will apply for and sit for the National Certification Examination.	the MA faculty, AH Programs Director with changes identified and implemented. Certification Examination will be discussed and application information available to all students.
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Fiscal Report for CTC Allied Health Department/Program				
	FY2021	FY2022	FY2023	Definitions for the compiling staff
Total Student Credit Hours (SCH)	2801	3235	2647	Provided in SCH tab in the student success data provided by PAIR.
Service SCH	261	277	272	Sum rows labeled as "In unit, outside department, Service" and "Outside unit, Service" in the SCH tab of the data provided by PAIR.
Department FTEs	8.46	8.70	8.09	FTE = Full-time equivalent employee. Use the worksheet below to calculate for each employee type, and then use the total from row 32 here.
Total SCH per Department FTE	331.22	371.98	327.13	
Service SCH per Department FTE	30.86	31.85	33.61	
Majors in Programs	527	454	394	Sum for all programs from the Majors Total tab in the data provided by PAIR.
Department FTEs	8.46	8.70	8.09	From row 32 below or row 5 above
Majors per Department FTE	62.3	52.2	48.7	
Total Unrestricted Expenditures				Total Expenditures made from budgets with an F1 or F7 fund type designation, from provided cycle report data filtered by Data Liasion
Total Restricted Expenditures				Total Expenditures made from budgets with revenue of the F2 or S2 fund type designation, from provided cycle report data filtered by Data Liasion
Total Unit/Central Support Allocated to Program(s)				Expenses incurred for direct support of instruction within orgs identified as central or academic support, if applicable
Tuition Revenue				Receipts to college from tuition generated by the department/program (F1). NOTE: under the current 80/20 percent tuition distribution model generating units receive 80%. These cells have a formula to calculate the tuition revenue by level (i.e. lower, upper, grad) for each fiscal year. PLEASE USE PAIR REPORTED SCH TO REPLACE ZEROES IN THESE CELL CALCULATIONS.
State Appropriation Revenue				Appropriations for current funds operation of the university from the general fund of the State of Alaska through the annual budget cycle. This category also includes TVEP and State Mental Health Trust funds, if allocated to the department. (F1)
Restricted/Sponsored Project Revenue Fees				Revenue from external sponsors; includes grants, contracts, sponsored projects & restricted (grant) accounts funded by UA Foundation funds (F2/S2) Course Fees (9159) e.g. Performance and Sales Receipts, Space Rental Revenue, Indirect Cost Recovery (F1/F7); NOTE: COURSE FEES (9159) REPORTED ABOVE. CTC Note: Reallocation of CTC revenue support through tuition and other UA receipts/revenue.
Other UA Receipts/Revenue				
Workload allocation: Teaching Units	84	120	128	Department faculty's workload units assigned to teaching
Workload allocation: Service Units	36	50	52	Department faculty's workload units assigned to service
Workload allocation: Research Units	0	0	0	Department faculty's workload units assigned to research

Full-time Equivalent Worksheet**	FY2021	FY2022	FY2023	
Faculty FTEs	3	4.5	3.75	Base assumption: 12-month full-time = 1.0 FTE. 9-month = 0.75 FTE. Split appointments are multiplied by the % of effort assigned to this department. Part-time are multiplied by the % of effort assigned. F9 faculty on sabbatical count as 67% of one 9-month 0.75 FTE (or 0.50 FTE).
Adjunct FTEs	4.54	3.28	3.43	Base assumption: 40 units/credits = 1.0 FTE. Total # of credits taught by adjuncts in a year divided by 40 = the FTE of adjuncts in that year.
Staff FTEs	0.92	0.92	0.92	Base assumption: 12-month full-time = 1.0 FTE. 9-month = 0.75 FTE. 10-month = 0.83 FTE. Split appointments are multiplied by the % of effort assigned to this department. Part-time are multiplied by the % of effort.
Graduate TA/RA FTEs	0	0	0	Base assumption: 40 hours/week for 12 months = 1.0 FTE. 9-month = 0.75 FTE.
Total Departmental FTEs	8.46	8.70	8.09	Sum of all employee FTEs

**Note: FTE definitions and calculations for the purpose of Academic Program Review are different than for other institutional reporting processes (e.g. OMB or IPEDS reporting)