



Academic Program Review

Program Name: Medical Assisting - Certificate

Academic Year 2025/2026

Recent Recommendations

Using your most recent review, please respond to all feedback and recommendations.

Response:

The College Review Committee recommended increasing enrollment, the number of graduates, and student retention/persistence. The Medical Assisting program has taken action to address this need. Working with the CTC Marketing Department the program has increased promotional efforts. Outreach efforts have expanded to include local high schools, home schools, and rural communities such as Bethel, AK. Additionally, the program had increased advertisement and branding: Students now wear scrubs in a designated color with a newly developed Medical Assisting patch on the sleeves, along with new badges clearly identifying their affiliation with the school and the Medical Assisting program. In response to the Provost's feedback, the Student learning Outcomes for the MA Certificate and AAS programs have been reviewed and updated and the HIP has been updated to include more specifics (see changes listed below).

The AAS and Certificate programs share the same core curriculum; however, I have updated the SLOA to reflect the differences in course progression specific to students pursuing the AAS degree.

Student Learning Outcomes

Describe the assessment of your student learning outcomes (SLOs). Discuss your findings, changes you are making, and what you hope to see as a result.

Response:

The assessments outlined in the SLOs are specifically designed to evaluate students across the three required domains: cognitive(knowledge), psychomotor(skills), and affective(professional behaviors). These domains align with CAAHEP accreditation standards, and students must demonstrate mastery in all three to successfully pass the course. Assessment methods are clearly defined within each SLO and vary appropriately based on the domain being evaluated. Given the effectiveness of the current assessment strategies, no changes are being made at this time.

Did you make any curricular changes based on your most recent SLOA? If so, discuss what changes were made. If no changes were made, please discuss the strengths of your curriculum based on the assessment of your outcomes.

Response:

No curricular changes have been made at this time, as the Medical Assisting program demonstrates strong performance in student assessment and competency achievement. Students are required to complete 100% of the CAAHEP-accredited competencies with a minimum score of 85%. Over the past five years, the program has maintained a cumulative pass rate of 93.44% on the AAMA National Exam. These outcomes are supported by biannual student surveys and data provided by the American Association of Medical Assistants (AAMA).

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

Communication outcomes in the SLOA plan are: **Not Embedded**

Check the checkbox to certify completion of the following tasks:

☒ Upload supporting documents to the Supporting Documents folder. This includes artifacts, rubrics, and other documents related to your SLOA.

☒ Upload your most recent SLOA to the Supporting Documents folder, even if no changes have been made since the last review.

Have changes been made to your SLOA document since your last review? **Yes**

If so, please summarize what changes were made.

Response:

The SLO has been updated with recommend changes from the College Committee and the Provost. The original 2 SLOs have been updated to clearly defined 5 SLOs. Each objective/ outcome now outlines specific knowledge, skills, and abilities students are expected to master. Action language has been incorporated to better reflect measurable learning, and assesment methods have been clearly identified for each outcome to ensure alignment with the program goals and continuous improvement efforts. Additionally, information has been added to show the difference between the AAS and Certificate degree.

High Impact Practices

Please indicate which high impact practices are currently being implemented in relation to the program's student learning outcomes.

- | | |
|---|--|
| ☐ Capstone Courses & Projects | ☐ Graduate Level Research |
| ☐ Collaborative Assignments & Projects | ☐ Writing-Intensive Courses |
| ☐ Diversity/Global Learning | ☐ Publications |
| ☐ ePortfolios | ☐ Communications |
| ☐ First-Year Seminars and Experiences | ☐ Scholarly Activities |
| ☐ Internships | ☐ Studios |
| ☐ Service or Community-Based Learning | ☒ Practicum |
| ☐ Undergraduate Research | ☐ Other |
| ☐ Labs | ☐ None of these |

Discuss how the HIPs in the program are reflected in the SLOA. If you have identified HIPs that are not included in the SLOA, please consider an update.

Response:

The Medical Assisting practicum is a 4-credit course offered each semester, based on student need and program scheduling. To graduate, students must complete a 180-hour practicum, consisting of 100 hours in a clinical (back office) setting and 80 hours in an administrative (front office) environment. Each student is provided with a practicum binder that includes detailed checklist of required competencies. Preceptors use this checklist to assess the student's performance by indicating whether each task was mastered, needs improvement, or was observed. The Medical Assisting Practicum Coordinator meets regularly with students during their placement to review progress and address any concerns related to performance or expectations. Additionally, students are required to keep daily reflection journal throughout the practicum. These reflections include descriptions of procedures performed and insights into patient interactions - such as managing challenging situations with anxious or upset patients, helping students build self-awareness and strengthen their critical communication skills.

Student Success

Please reference the [Resources tab](#) for information on accessing the Student Success Data Dashboard and contacting your designated data liaisons.

Student Success Data Trends

Persistence: No Change

Pass Rates: No Change

Student Credit Hours: Decrease

Majors: Decrease

Degrees Awarded: Decrease

Other Trends (if applicable):

Achievement Disparities

Discuss any achievement disparities identified in your disaggregated student success data and explain how you plan to address them.

Response:

The Medical Assisting program enrollment has declined the last few years. However, the pass rates and persistence have remained steady. In response to the enrollment decline, the program has increased its efforts in promotion and advertisement to attract new students and raise awareness of the career opportunities available in the Medical Assisting field.

Closing the Loop

Please discuss how your student learning outcomes are reflected in high impact practices and student success data.

Response:

During the Medical Assisting practicum, students can apply classroom knowledge in real-world clinical settings, reinforcing learned competencies such as patient care, communication, professionalism, and both administrative and clinical procedures. The hands-on experience gives students an opportunity to engage directly with patients and healthcare professionals, strengthening their practical skills and preparing them to be job-ready upon graduation. Many students are offered employment at the end of their practicums. Over the past five years, cumulative data from surveys conducted six months after graduation shows that 88.57% of students who graduate from the Medical Assisting program are employed in the field. Many students build upon this training and experience to continue their education in the Allied Health field or to pursue advanced degrees.

Academic Program Profile

The following questions help show how your program supports the university's mission, connects with other UA programs, engages with the community, contributes through service courses, and supports student success after graduation. Please use this section to highlight the value your program brings to students, the university, and beyond.

UAF's Mission:

The University of Alaska Fairbanks is a Land, Sea, and Space Grant university and an international center for research, education, and the arts, emphasizing the circumpolar North and its diverse peoples. UAF integrates teaching, research, and public service as it educates students for active citizenship and prepares them for lifelong learning and careers.

In what ways does your program advance UAF's mission?

Response:

UAF CTC Medical Assisting program advances the university's mission by preparing students to meet the healthcare needs of Alaska. Through the combination of the academic truction, hands-on practicum experiences and community engagement, the program integrates teaching, public service, and workforce development. It promotes active citizenship, lifelong learning, and career readiness, equipping graduates to make meaningful contribution to the state's healthcare system and beyond.

How is your program related to others in the UA system?

Response:

The UAF CTC Medical Assisting program is comprable to the MA programs offered at UAA and UAS. All three universities are accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and must meet the rigorous standards set by the Medical Assisting Education Review Board (MAERB) to maintain accreditation.

Who are your key community or external partners?

Response:

Key community and external partners include the Medical Assisting Advisory Committee, which is comprised of current and former students, medical providers, community members, Allied Health faculty, CTC Dean, and the Allied Health Chair. The Medical Assisting program also maintains strong partnerships with numerous healthcare facilities, offering students valuable opportunities to complete their practicum experiences in real-world clinical settings.

What role do your services courses play, if any?

Response:

Services courses such as Human Behavior, Administrative Procedures, and Clinicals help students work effectively in healthcare environments. These courses strengthen critical thinking, professionalism, and cultural competence. Skills that are vital for patient care and working with diverse healthcare teams.

How do your graduates succeed after leaving the program?

Response:

According to the Medical Assisting Annual Report, the cumulative job placement rate for recent graduates is 88.57%. This data is provided by surveys that are conducted six months after graduation. Additionally, many students use the knowledge and experience gained from the program to pursue further education in the Allied Health field or to advance their academic degrees.

Submitter and Collaborator Names:

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Committee Review
Program Name: Medical Assisting - Certificate
Academic Year 2025/2026

Overall Recommendations

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

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|---|--|
| ☐ Insufficient Narratives | ☐ Report Incomplete |
| ☐ Address Achievement Gap | ☐ Consider Curricular Revisions |
| ☐ Develop Online Offerings/Options | ☐ Improve Time to Degree |
| ☐ Increase Enrollment | ☐ Increase Graduates |
| ☐ Increase Retention/Persistence | ☐ Strengthen Advising Practices |
| ☒ May be asked to share Effective Practices | ☐ Recommendation to University-Wide |

Committee

Explanation of Overall Recommendations

Response:

Because the Medical Assistant Certificate and AAS have identical midcycle program reviews, this assessment will be the same for both programs as well.

The program responded to the recommendations from the 2023 full-program review. Efforts are underway to increase enrollment, retention and persistence, and the number of graduates through marketing, advertisement, and branding. It was noted in the report that the SLOs for the certificate and AAS for this program were revised and have been differentiated since the 2023 full-program review. Additional evidence will also strengthen the section on continuous improvement and closing the loop.

Student Learning Outcomes Feedback

- | | |
|--|--|
| ☒ Strong | ☐ Developing |
| ☐ Requires Minor Revision | ☐ Requires Major Revision |

Student Learning Outcomes Assessment Feedback

- | | |
|---|---|
| ☒ Strong Alignment with SLOA Plan | ☒ Clear, Concise Presentation of Findings |
| ☒ Compelling Learning Story | ☐ Missing a Direct Measure |
| ☐ Missing Active Verbs | ☐ Missing Curricular Connection |
| ☐ Missing Collaboration within Department | |

SLOA Feedback Narrative:

Provided 5 SLOs, all of which have clear and well-defined procedures for assessment and implementation plan (that includes where in the program the SLO must be completed and assessed in the program). Assessment criteria, procedures, and implementation information is noted in the SLOA, and artifacts/rubrics or evidence (data) were included in the supplementary documents folder. All of those documents are very strong, the program is commended for their assessment work and for including the artifacts and evidence. Overall, this SLOA and SLOs for this program are very strong.

No curricular changes were made since the last program review. In lieu of that, please discuss strengths of the program. The program should be commended on the strong student performance and competency achievement.

The program provided only referred to the artifacts in addressing how SLOs are reflected in the HIPs and student success data. This is essential to discuss as it is a primary expectation of NWCCU. Documenting continuous improvement and the closing of the loop are important components of the program review process, not just as an exercise, but to demonstrate that assessment results are used to make meaningful, evidence-based changes that enhance program quality and student learning. This process ensures accountability, fosters a culture of ongoing improvement, and provides clear evidence to accreditors and stakeholders that actions lead to measurable outcomes. For the full-program review in 2027, should include additional evidence to document this outcome specifically for each SLO to support the narrative overviews.

Student Success and Equity Feedback

Narrative:

The program accurately noted recent declines in SCH, majors, and degrees awarded, which align with the Student Success Dashboard, while pass rates and persistence have remained steady. The Medical Assisting practicum provides applied learning opportunities that help students build clinical, administrative, and communication skills, and the program reports strong outcomes, with 88.57% of graduates employed in the field within six months over the past five years.

No specific equity or achievement gaps were identified. Although inclusive practices are not explicitly discussed, the program's emphasis on community-based practicum experiences suggests support for students who may return to work in their local or rural communities. The program is also collaborating with the CTC Marketing Department to strengthen outreach to high schools, homeschool networks, and rural communities.

Overall, the program reports strong student success outcomes. Continued attention to declining SCH, majors, and degrees awarded will be important, and the 2027 full program review will be strengthened by further reporting on graduate outcomes and on any initiatives designed to support diverse learners and address enrollment challenges.

High Impact Practices Feedback

Narrative:

Reviewer Names: