

MAERB Fall Report 2019

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Virtues of Accreditation

At the MAERB Forum, during the brief discussion about the three-year CMA (AAMA) pilot program that allows graduates from unaccredited medical assisting programs to sit for the CMA (AAMA), participants requested that MAERB provide a brief outline of the virtues of accreditation so that Program Directors and other instructional staff of CAAHEP-accredited medical assisting programs can discuss its continuing accreditation status with administrators at the organizations that sponsor the medical assisting program.

Below you will find a list of accreditation virtues, and the MAERB welcomes your participation in this process, as we speak of those virtues from one perspective, but we also know that you, too, have a list of the virtues of accreditation that you outline when you speak to students, administrators, and employers.

- **Accreditation assures professional competence:** Graduates from a CAAHEP-accredited program have covered the comprehensive MAERB Core Curriculum and achieved the psychomotor and affective competencies to ensure patient safety.
- **Accreditation offers standardization, uniformity, and consistency:** All CAAHEP-accredited programs cover the same MAERB Core Curriculum, so employers can be guaranteed that the students know a given body of entry-level knowledge.
- **Accreditation requires external verification, review, and validation:** In fulfilling the standards, CAAHEP-accredited programs submit their outcomes to MAERB for an annual review and go through a comprehensive site visit review with CAAHEP every ten years.
- **Accreditation enhances the institutional reputation:** Institutions participating in programmatic accreditation distinguish themselves from other institutions.

- **Accreditation is public:** CAAHEP-accredited programs are listed in a CAAHEP database for student and educator access, and CAAHEP-accredited program post their status and outcomes.
- **Accreditation travels well:** Employers across the country recognize the value of accreditation.
- **Accreditation advances the profession:** The standardization, uniformity and consistency that accreditation ensures, as well as the review of the *Standards and Guidelines* and MAERB Core Curriculum, move the profession forward toward greater recognition in the allied health field.

You can help us by adding to this list, so please contact Sarah Marino (smarino@maerb.org) with your suggestions, and we will continue with this list.

Survey Report on Enrollment Trends and Relationships Posted

In spring 2019, the Program Directors of CAAHEP-accredited medical assisting programs were asked to fill out a required survey about enrollment trends and alternative enrollment pathways, specifically dual enrollment programs and apprenticeship/funded relationship partnerships. The information that was provided was extraordinarily helpful, and you will find the complete report on the Educators tab of the MAERB website (www.maerb.org) in the section “MAERB Reports.” Please feel free to contact Sarah Marino (smarino@maerb.org) if you have any questions about the report. There is also more information about the report in the MAERB Forum video recording that is posted on the MAERB website on the Educators tab. MAERB will be providing more opportunities to discuss this report.

New Requirement: Submission of Assessment Tools with Self-Study, August 2020

Beginning with the fall 2020 semester, all programs with an initial or continuing accreditation site visit will be required to submit their curricular assessment tools, demonstrating that they are teaching and assessing the MAERB Core Curriculum, together with the submission of their Self-Study, four months prior to the visit. Due to this new requirement, the site visits will be scheduled for a day and a half rather than two full days.

The medical assisting programs will need to organize all the curriculum materials electronically according to the alphanumeric classification of the MAERB Core Curriculum. The new Self-Study template is included on the Documents tab and is labeled for visits in fall 2020 and beyond.

In the Self-Study Report template, the MAERB has provided a schema for exactly how to organize and label the materials. In addition, the MAERB office will conduct webinars beginning in fall 2019 for the programs who will be visited in fall 2020. In spring of 2020, there will be webinars for the entire CAAHEP-accredited medical assisting community.

The requirement for providing the assessment tools has not changed; rather, the timing for the requirement has changed. In the past, Program Directors had the tools available during the site visit in the resource room. There are several benefits to requesting these assessment tools in advance:

1. Program Directors will be able to locate any omissions of the teaching and assessment of the MAERB Core Curriculum as they are completing the Self-Study.
2. The Site Surveyors will be able to review the quality of the assessment tools and provide feedback to the Program Director prior to the site visit.
3. Site Surveyors will have more time at the site visit to talk with people and learn about the program.

The MAERB looks forward to continuing to support CAAHEP-accredited medical assisting programs in their teaching and assessment of the MAERB Core Curriculum.

New Annual Report Form (ARF) Rollout

The MAERB has officially begun the new process for the 2019 Annual Report Form (ARF), which includes the 2018 admission cohorts and graduate cohorts. The new technology, unfortunately, is not yet completed. Due to this technological glitch, Program Directors will be sent an Excel Form to fill out, which will incorporate the changes that were planned with the new technology.

On the Documents tab of the MAERB website, there are three training videos for Program Directors to view.

In addition, MAERB will be holding training sessions on organizing the data for the ARF Tracking Tool to help Program Directors effectively collate and report their information. You will be sent information about those training sessions in a separate email.

Below is the chart that indicates the fundamental difference between the previous ARF and the new system for the ARF. With the new system, for the 2018 admission cohort, you will be submitting retention information, indicating who is in progress, who dropped, and who graduated. Then for the 2018 graduates, you will be including information about job placement, graduate satisfaction, employer satisfaction, and exam participation and passage.

Outcomes/Section of ARF	Previous MAERB Method		2019 and beyond Method
Retention	Admission Cohort		Admission Cohort

**Students Graduate from the program,
and the Program Directors report on the categories below.**

Job Placement	Admission Cohort		Graduation Year
Graduate Survey	Admission Cohort		Graduation Year
Employer Survey	Admission Cohort		Graduation Year
Graduate Analysis	Graduation Year		Graduation Year
Exam Participation and Passage	Graduation Year		Graduation Year

In the past, Program Directors have reported retention, job placement, graduate survey participation and satisfaction, and employer survey participation and satisfaction based upon admission cohorts, while exam participation and passage has been based upon the graduation year.

The new method of reporting will still require the Program Director to report retention based upon admission cohorts, but all the remaining outcomes will now be based upon year of graduation, which is the standard methodology for most accrediting bodies.

Annual Report Form (ARF) 2019, Deadlines

Fall Submissions, 2019 ARF (2018 admission cohorts and updates to prior years)

August 15, 2019: Program Directors received a notice informing them that in approximately 30 days they will be sent the 2019 ARF.

September 19-20, 2019: Program Directors were sent the 2019 ARF.

October 25, 2019: Firm deadline for submission of the 2019 ARF

Spring Submissions, 2019 ARF (2019 admission cohorts and updates to prior years)

December 13, 2019: Program Directors will receive a notice informing them that in approximately 30 days they will be sent their 2019 ARF.

January 16-17, 2020: Program Directors will be sent the 2019 ARF the email.

February 21, 2020: Firm deadline for submission of the 2019 ARF

MAERB Forum Video, AAMA Conference

The MAERB conducted a Forum at the AAMA Annual Conference in Greensboro, North Carolina. Since many educators were not able to attend the AAMA Annual Conference, we have posted a video of the MAERB Forum presentation on the Educators Tab of the MAERB website (www.maerb.org).

Self-Study Workshop and Program Director Boot Camp

The MAERB will be holding a Self-Study Workshop and a Program Director Boot Camp in Louisville, Kentucky. The two-day Self-Study Workshop will take place on Wednesday, May 27, 2020, from 1:00 pm – 5:30 pm and Thursday, May 28, 2020, from 9:00 am – 12:00 pm. The Program Director Boot Camp will take place from 1:00 pm – 5:30 pm on Thursday, May 28, 2020.

You will receive more information in a separate email about the two events and the methods of registering, but please mark your calendars now!

Policy Changes and Updates

The following policies were updated at the 2019 summer MAERB meeting: Policy 205 – ARF Outcome Process; Policy 230 – Advisory Committee; Policy 225 – Resource Assessment. The changes are outlined below and go into effect in fall 2020.

- **Policy 205:** Program Directors will be required to submit their ARF Tracking Tool (labeled on the website as the 2019 and beyond ARF Tacking Tool) each year, along with their Annual Report Form.

- **Policy 230:** Program Directors will be required to submit their annual Advisory Committee Meeting Minutes along with their Annual Report Form.
- **Policy 225:** Program Directors will be required to submit their annual Resource Assessment form along with their Annual Report Form.

The goal in providing the ARF Tracking Tool is to ensure that the Program Directors are correctly reporting their outcome data on their Annual Report Form. In addition, the MAERB office will be better able to serve programs that undergo a change in Program Director. The goal in providing the Advisory Committee Meeting Minutes and the Resource Assessment Grid annually is to ensure that programs are in compliance with the requirements of the *CAAHEP Standards and Guidelines*.

Training Webinars: 2019 and beyond ARF Tracking Tool

The MAERB will be holding several webinars for Program Directors demonstrate effective methods to use the ARF Tracking Tools. The dates, times, and registration links for the webinars are listed below. All the webinars will cover identical content. For those of you who cannot attend, one of the webinars will be recorded and will be shared on the website.

In addition, there will be webinars scheduled in November and early December as well. The goal in offering several webinars is to provide a (slightly) more interactive experience.

Oct 7, 2019 02:00 PM Central Time (US and Canada)

Register in advance for this meeting:

<https://zoom.us/meeting/register/80b3c29dd566c374dc2040ba88984b7b>

Oct 8, 2019 10:00 AM Central Time (US and Canada)

Register in advance for this meeting:

<https://zoom.us/meeting/register/265e9afe6c2599897510d14dfea9e911>

Oct 11, 2019 09:00 AM Central Time (US and Canada)

Register in advance for this meeting:

<https://zoom.us/meeting/register/1d56ed91a23e973834538d7d4481ef37>

Oct 14, 2019 03:30 PM Central Time (US and Canada)

Register in advance for this meeting:

<https://zoom.us/meeting/register/b5064c27c20168067510d14dfea9e911>

There will be additional webinars held in late fall, and information will be provided in mid-October.

Nifty Fifty! Happy Golden Anniversary, MAERB! (1969 -2019)

September 2019 marks the 50-year anniversary of the first four CAAHEP-accredited medical assisting programs. Those programs include San Antonio College (San Antonio, TX), Pasadena City College (Pasadena, CA), Cuyahoga Community College (Cleveland, OH), and West Valley College (Saratoga, CA).

In 1969, the original Review Board, with Marian Cooper as the Chair, was called the Curriculum Review Committee. It later changed to the Curriculum Review Board (CRB), and then, in 2008, became known as the Medical Assisting Education Review Board (MAERB). MAERB is a Committee on Accreditation (CoA) under the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

Over the years, the CRB/MAERB has been blessed by the hardworking and capable volunteer leadership of hundreds of board members, including the following 22 Chairs: Marian Cooper, Mildred Crawford,

Ivy Reade-Relkin, Martha George, Laura Lockhart-Haynes, Betty Kisbey, Karen Lane, Jan Henderson, Julianna Drumheller, Marjorie Reif, Catherine McCartney, Deb Rossi, Johnny Adamson, Becky Gibson-Lee, Cathy Kelley-Arney, Joyce Garibay, Genie Fulcher, Joyce Hardee, Cheryl Startzell, Jenny Spegal, Mary Dey, and Rebecca Walker, who is the current Chair.

As AAMA was the founding force of accreditation for medical assisting education programs, the CRB was originally under the staff leadership of the Executive Director of the AAMA, along with various AAMA staff associates. The first Director of Accreditation, Nancy Roadcap, was appointed in 1980. Anna Johnson became the new Director in 1988, Monique Buckner in 1992, Christine Rayman in 1997, Judee Barone in 1998, and Judy Jondahl in 1999. Under the oversight of Judy Jondahl, MAERB evolved into an autonomous unit and Sarah Marino has served as the Executive Director since 2014.

Currently, a total of five paid staff members serve the MAERB community of approximately 420 CAAHEP-accredited medical assisting programs from 46 states nationwide, and a volunteer board of 12 persons invests thousands of hours every year to make sure that these programs continue to meet the educational standards of the profession. In addition, a pool of 100 trained surveyors participate in an approximate total of 50 site visits each year, verifying that the CAAHEP-accredited programs maintain the high standards that the public has come to expect of accredited programs.

As the demand for medical assistants continues unabated, MAERB is firmly dedicated to the ongoing task of preparing competent entry-level medical assistants in the cognitive, psychomotor, and affective domains.

The medical assisting profession will continue to evolve in the next 50 years and beyond, but the MAERB is confident that, as it listens and responds to its various communities of interest, it will both adapt and lead with flexibility, wisdom, and grace. Happy birthday, MAERB!