

## Updated 2008 On-Site Survey Report (OSSR)

The MAERB Office has updated the 2008 Standards OSSR, as some mistakes had crept into the template and some of the functionality was lessened. Our goal in doing so is simply to make the next 18 months of using the OSSR simpler for the MAERB Surveyors, the MAERB Office, the CAAHEP-accredited programs, and the MAERB members. What follows is a brief outline of the changes designed for the MAERB surveyors.

Outlined below are some of the editing changes, just to highlight a few points for you:

- There is an introductory Tab, titled “Instructions for Surveyors.” There is an outline for the Surveyors reminding them of the best way to fill out the OSSR.
- On the citations page, there were a number of small typos corrected, cells re-formatted, and other little editorial details.
- There were additional instructions added to the Cognitive, Psychomotor, and Affective Domain pages, simply to clarify the tasks.
- The “Survey Participants” Tab was reformatted in order to make it clear where to put the “X” in order to designate the individuals who attended the exit interview.

Please feel free to let the MAERB Office know if there are other functional areas that need to be improved, as we can continue to do a little bit more fiddling.

In the midst of updating the OSSR, the MAERB also determined to make a few changes in the substance of the report, and outlined below you will find those three substantive changes.

1. One change is a correction to the form. In the items that are outlined under Standard III.C.2, it was stated that the practicum needed to have students “performing administrative and clinical tasks,” and surveyors were citing accordingly. The 2008 *Standards and Guidelines* state that students should be “performing psychomotor and affective competencies,” as is outlined below.

III.C.2	Practicum must			
	• be supervised	Met		Rationale:
	• be unpaid	Met		
	• be at least 160 hours	Met		
	• be in an ambulatory health care setting	Met		
	• have students performing psychomotor and affective competencies	Met		
	• be completed prior to graduation	Met		

2. Another change is an addition. The MAERB seeks to provide programs with more information about curricular items, so surveyors are now being asked to provide a rationale for the citations in the cognitive, psychomotor, and affective domains. At this stage, surveyors are being asked to provide the programs with an overview, and the instructions focus on that. The MAERB is going to continue to research how to best provide the Program Directors with more information.

The important point to note is that you will find two “new” rationale boxes that ask you to provide a rationale for any cited cognitive objectives or psychomotor and affective competencies.

What follows is an image of the rationale box for the psychomotor and/or affective competencies:

<p>3</p>	<p><b>Note: The rationale in this box highlights the central reason(s) why there are citations for "Not Taught" or "Achievement Not Measured." The reasons frequently include the following:</b></p> <ul style="list-style-type: none"> <li>-If the objective or competency is simply not included in the program curriculum.</li> <li>-If the surveyors were not able to find the material because the important elements were not highlighted.</li> <li>-If the surveyors were not able to find the material because the folders were not appropriately organized.</li> <li>-If the content and/or assessment tool were not suitable for the specific objective or competency.</li> </ul> <p>The details in this rationale box are designed to help the Program Director in resolving the citation.</p>		<p>Rationale for psychomotor and/or affective competencies not met:</p>
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- The final change focuses on the placement of a citation. Surveyors cite programs if the programs are not accurately tracking the students’ achievement of the psychomotor and/or affective competencies. The tracking mechanism can vary, as some programs use “Master Competency Checklists” or “Detailed Gradebooks,” or an electronic program. In the past, the citation had been placed in IV.A.1 “Student Evaluation” or IV.A.2 “Documentation,” depending upon the rationale.

In order to emphasize the importance of tracking the achievement of these competencies, as they are an important summative measure, they should now be placed in Standard IV.B.1, with “competencies” being cited under programmatic summative measures.

The instructions for the ARF outcomes have not, however, changed.

	<p>◆ Outcomes Assessments include raw data for the following (five years matching the ARF):</p> <ul style="list-style-type: none"> <li>● retention</li> <li>● positive job placement</li> <li>● credentialing exam results</li> <li>● graduate satisfaction survey</li> <li>● employer satisfaction survey</li> </ul> <p>◆ Programmatic summative measures include:</p> <ul style="list-style-type: none"> <li>● competencies</li> <li>● practicum evaluation of students (most recently assessed cohort)</li> </ul>	<p>Met</p> <p>Met</p> <p>Met</p> <p>Met</p> <p>Met</p> <p>Met</p> <p>Met</p>		<p>The Surveyor’s second task is to ensure that the programmatic summative measures are available. In considering competencies, the surveyors will look for the “Master Competency Checklists” for the most recently assessed student cohorts of the classes that are provided. It is important to note that programs use a variety of tools—detailed gradebooks, publisher sheets, electronic checklists, MAERB tools—to keep track of the competencies achieved by the students. The program needs to provide complete tracking tools.</p> <p>The Practicum evaluation of students is another important programmatic summative measure.</p> <p>Rationale:</p>
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