

Medical Assisting Education Review Board Sample Resource Assessment, 2015 SSR Template

The CAAHEP *Standards and Guidelines for the Accreditation of Educational Programs in Medical Assisting* require that CAAHEP-accredited medical assisting programs assess their resources at least annually. This statement is found in Standards III.D “Resource Assessment”:

The program must, at least annually, assess the appropriateness and effectiveness of the resources described in these **Standards**. The results of the resource assessment must be the basis for ongoing planning and appropriate change. An action plan must be developed when deficiencies are identified in the program resources. Implementation of the action plan must be documented and results measured by the ongoing resource assessment.

In this handout, you will find a sample (fictitious) resource assessment to help you consider possible methods for assessing the resources of the program. There can be a lot of creativity involved in assessing the sufficiency and effectiveness of resources, and you will note that there are often multiple sources used to assess one resource. You will probably find that you have a range of sources as well, even if they are not precisely the same as the ones that are listed here.

The form that is used below is from the Self-Study Template for the 2015 *Standards*, and all programs have had to fill out this form for the Self-Study. At the same time, as noted above, the resource assessment is an annual activity. Programs can use either this form or their own form for assessing the resources on an annual basis. The important issue is the resource assessment, not the specific form. You can, of course, use MAERB’s form for the annual resource assessment, but it is optional. MAERB has some templates available, such as the student resource survey, but you will also need to rely upon material that you have available and surveys that you develop.

Program Directors often feel that they should not mention any deficiencies or areas of improvement, as they fear that there will be citations. The reverse is true. It is vitally important to honestly evaluate the resources of your program in order to best consider what options you have for improvement. In order to thrive and grow, programs need to plan and change, as the Standard III.D outlines above. Honestly assessing your resources will enable that change and growth.

Program Resource	What program Outcomes are affected by that resource and how? (for example, retention or job placement or so on)	Tools used to assess the resource (for example, surveys, evaluations, interviews)	Dates of Measurement	Results	Action Plan (designed for maintenance or improvement)	Action Plan Follow-Up/Status
Program Director	Student Satisfaction, Employer Satisfaction	1. Student resource surveys 2. Faculty resource surveys 3. Annual Performance Evaluation, conducted by the Dean 4. Advisory Committee Evaluations (5--minute survey conducted at the end of each meeting)	1 & 2. May of each year 3. April of every year 4. November of every year.	1. All Students surveyed in MM.YY rated the services of the Program Director at or above the "cut score" of 3 on a 5--point Likert scale (averaged). 2. All faculty surveyed in MM.YY rated the services of the program Director at or above the "cut score" of 3 on a 5--point Likert scale (averaged). 3. The Program Director's self-evaluation and outline of allocated duties indicated the ability to cover the PD responsibilities.	Since all results were positive, the program's action plan will be to continue to monitor future results. Will continue to review the surveys to determine if the students and faculty respond positively in the future. Program Director will continue to keep records that illustrate the time allocation of duties and responsibilities in order to report accurately to the Dean.	. Not Applicable

				4. The Advisory Committed rated the services of the Program Director at or above the "cut score" of 3 on a 5- point Likert scale (averaged).	The Advisory Committee will continue to evaluate the services of the Program Director in order to ensure that the resource is sufficient	
Practicum Coordinator	Student Satisfaction, Employer Satisfaction, Job Placement	1. Student resource surveys 2. Faculty resource surveys 3. Practicum Site Supervisor Evaluation 4. Practicum Coordinator Annual Performance Evaluation	1 & 2. May of each year 3. December & May 4. April of each year	1. All Students surveyed in MM.YY rated the services of the practicum Coordinator at or above the "cut score" of 3 on a 5- point Likert scale (averaged). 2. All faculty surveyed in MM.YY rated the services of the practicum coordinator at our above the "cut score" of 3 on a 5- point Likert scale (averaged). 3. The practicum site supervisors rated the services of the practicum coordinator at or above the cut score of 3 on a 5- point Likert scale (averaged). The	Since all results were positive, the program's action plan will be to continue to monitor future results.	Based upon the positive feedback that was received, a "Handbook" will be developed and given to the practicum site supervisors so that the Practicum Coordinator can effectively communicate the instructions to all the supervisors.

				<p>practicum site supervisors qualitatively praised the support that they received and the clarity of the instructions.</p> <p>5-. In the self-evaluation, the Practicum Coordinator indicated the ability to cover the responsibilities of the position.</p>		
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Faculty	Student Satisfaction, Exam Passage	<ol style="list-style-type: none"> 1. Student resource surveys 2. Faculty resource surveys 3. Institutional Faculty Workload Analysis 4. Annual Performance Evaluation 5. Student course evaluations 	<ol style="list-style-type: none"> 1 & 2. May of each year 3. Every five years 4. April of each year 5. At the end of every course 	<ol style="list-style-type: none"> 1. All students surveyed in MM.YY rated the faculty at or above the "cut score" of 3 on a 5-point Likert scale (averaged). 2. All faculty surveyed in MM.YY rated the faculty at or above the "cut score" of 3 on a 5-point Likert scale (averaged). 3. The faculty-to-student ratio is comparable to the other allied health programs at the institution. 4. In their self-evaluations, faculty indicated the allocation of time that they spent on their various responsibilities, and those allocations indicated effective coverage. There was some concern listed about some of the 	<p>Program has created a pool of adjuncts who are open to teaching courses at the last minute in order to help alleviate with any emergency situations.</p> <p>In response to the course evaluations, faculty are provided with written feedback and suggestions for improvement.</p>	<p>Continue to track and document faculty workload within the program in order to participate in the Institutional Faculty Workload Analysis. Report to the Dean when there are any inconsistent patterns usually due to "adjunct emergencies" with last-minute needs for staffing.</p> <p>There is a follow-up conversation scheduled for faculty each semester about the comments that they received the previous semester in order to follow-up on the advice.</p>
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				<p>last-minute openings for adjuncts that occurred.</p> <p>5. The course evaluations are reviewed by the Program Director for every faculty member. There are always a range of responses.</p>		
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<p>Advisory Committee</p>	<p>Job Placement, Exam Passage</p>	<p>1. Department Retreat Assessment (This assessment focuses on the materials provided to the Advisory Committee and the discussion that ensues. There is a rubric used to evaluate the contributions of the Advisory Committee.)</p> <p>2. Five-minute survey at Advisory Committee Meeting so that the Advisors can evaluate the materials and information provided to them and give good feedback.</p>	<p>1. January each year, after the November Advisory Committee Meeting. Follow-up meeting in October for preparation.</p> <p>1. November each year</p>	<p>1. The Program Director and Faculty use an informal rubric in order to evaluate the advisory committee on their engagement and knowledge of the materials. For this year, the Advisory Committee was sufficiently on task.</p> <p>2. The Advisory Committee rated the materials that they received above the "cut score" of 3 on a 5-point Likert scale (averaged</p>	<p>It was noted in the Department Retreat Assessment that the public member was not as engaged as the other members. We determined that we needed to make a phone call prior to the meeting in order to "pre" explain some of the technical issues.</p> <p>The Advisory Committee has always been very appreciative of the program's work in providing efforts with sufficient materials so that they can do their good work.</p>	<p>The engagement and comfort level of the public member will continue to be monitored and the Program Director will coach and encourage her participation.</p>
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Clerical Staff	Student Satisfaction	1. Student resource surveys 2. Faculty resource surveys	1 & 2. May of each year	1 & 2. The faculty and students surveyed in MM.YY rated the amount of clerical support above the "cut score" of 3 on a 5-point Likert scale (averaged). The qualitative comments by faculty and students noted that there was often a delay in getting students the necessary paperwork for the practicum.	There was a brief conversation with the one person who provides part-time clerical support. Due to all the practicum papers that need to be ready at the same time, there was difficulty in juggling that and her normal duties. A work-study student is now assigned to work ten hours a week in the office to do the photocopying and normal clerical work to alleviate the problem.	The use of the work-study position is being documented so that the program can request additional clerical hours if it is deemed necessary.
Support Staff (Registrar, Admissions, Financial Aid, and so on)	Student Satisfaction	1. Student resource surveys 2. Faculty resource surveys	1 & 2. May of each year	1 & 2. The faculty and students surveyed in MM.YY rated the amount of registrar and financial aid services above the "cut score" of 3 on a 5-point Likert scale (averaged).	Since all results were positive, the program's action plan will be to continue to monitor future results.	. Not Applicable
Finances	Student Satisfaction, Job Placement	1. Program Budget Analysis	1. September of each year (fiscal year ends June 30 th)	1. Operating budgets for the last five years have been	Implement a Human Resources Salary	The medical assisting program has the leeway to add additional

		2. Faculty resource surveys	2. May of each year	adequate. Personnel (instructional) budgets for the last five years have also been adequate. 2. All faculty surveyed in MM.YY rated financial resources above the "cut score" of 3 on a 5-point Likert scale (averaged). There was some concern expressed about individual salaries.	analysis for faculty members.	courses if there are shortages, and there is never any problem with supplies or instructional reference materials. The Human Resources Salary analysis indicated that the faculty salaries were either in the same range or a little higher than institutions in the region. Faculty workload is being carefully monitored to ensure that faculty are not spread too thin.
Offices	Student Satisfaction	1. Faculty resource surveys	May of each year	2. All faculty surveyed in MM.YY rated the office space above the "cut score" of 3 on a 5-point Likert scale (averaged).	Since all results were positive, the program's action plan will be to continue to monitor future results.	. Not Applicable
Classrooms	Student Satisfaction	1. Student resource surveys 2. Faculty resource surveys	1 & 2. May of each year	1 & 2. The faculty and students surveyed in MM.YY rated the classroom space above the "cut	Since all results were positive, the program's action plan will be to continue to monitor future results.	

				score" of 3 on a 5-point Likert scale.		
Laboratories	Job Placement	1. Student resource surveys 2. Faculty resource surveys	1 & 2. May of each year	1 & 2. The faculty and students surveyed in MM.YY rated the laboratory space above the "cut score" of 3 on a 5-point Likert scale.	Since all results were positive, the program's action plan will be to continue to monitor future results.	. Not Applicable
Ancillary Student Facilities (library, food services, student health services, learning center)	Student Satisfaction, Exam Passage	1. Student resource surveys (library and learning center) 2. Faculty resource surveys (library and learning center)	1 & 2. May of each year	1 & 2. The faculty and students surveyed in MM.YY rated the library resources above the "cut score" of 3 on a 5-point Likert scale, but the learning center did not, on average, make the cut.	The medical assisting program consulted with the Dean and shared their concerns about the learning center. An institution-wide committee has been created with representation from the medical assisting program. There had been some change in staffing at the learning center, and it seems as if that shifted the focus. The goal of the committee is to outline the needs of the institution and re-align the learning center with those needs.	The committee has met once with a second meeting planned in XX month after the members have had a chance to gather information.
Practicum Affiliations	Student Satisfaction, Job	1. Student resource surveys 2. Practicum	1. May of each year	1 & 2. The faculty and students surveyed	Since all results were positive, the program's action	. Not Applicable

	Placement, Exam Passage	Evaluations of students 3. Student Evaluations of the Practicum	2. December and May of each year 3. December and May of each year	in MM.YY rated the availability of practicums above the "cut score" of 3 on a 5-point Likert scale (average). 3. The students rated the practicum experience above the "cut score" of 3 on a 5-point Likert scale (average).	plan will be to continue to monitor future results.	
Equipment	Student Satisfaction, Job Placement	1. Student resource surveys 2. Faculty resource surveys	1 & 2. May of each year	1 & 2. The faculty and students surveyed in MM.YY rated the sufficiency of equipment above the "cut score" of 3 on a 5-point Likert scale (average).	Since all results were positive, the program's action plan will be to continue to monitor future results.	Not Applicable
Supplies	Student Satisfaction, Job Placement	1. Student resource surveys 2. Faculty resource surveys	1 & 2. May of each year	1 & 2. The faculty and students surveyed in MM.YY rated the sufficiency of supplies above the "cut score" of 3 on a 5-point Likert scale (average).	Since all results were positive, the program's action plan will be to continue to monitor future results.	Not Applicable

Computer Resources	Student Satisfaction, Exam Passage	1. Student resource surveys 2. Faculty resource surveys	1 & 2. May of each year	1 & 2. The faculty and students surveyed in MM.YY rated the sufficiency of computer resources above the "cut score" of 3 on a 5-point Likert scale (average).	Since all results were positive, the program's action plan will be to continue to monitor future results.	. Not Applicable
Instructional Reference Material	Student Satisfaction, Exam Passage	1. Student resource surveys 2. Faculty resource surveys	1 & 2. May of each year	1 & 2. The faculty and students surveyed in MM.YY rated the sufficiency of instructional reference materials above the "cut score" of 3 on a 5-point Likert scale (average).	Since all results were positive, the program's action plan will be to continue to monitor future results.	. Not Applicable
Faculty/Staff Continuing Education	Exam Passage	1. Faculty resource surveys 2. Institutional Budget Analysis	1. May of each year 2. October of each year	1. The faculty surveyed in MM.YY rated the sufficiency of continuing education monies above the "cut score" of 3 on a 5-point Likert scale (average). 2. The Institutional Budget analysis indicates that medical assisting faculty regularly	Since all results were positive, the program's action plan will be to continue to monitor future results.	Not Applicable

				apply for and acquire grants for continuing education.		
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