



September 19, 2016

Stephen Scott, EdD
President
Wake Technical Community College
9101 Fayetteville Road
Raleigh, NC 27603

Dear Dr. Scott:

The Commission on Accreditation of Allied Health Education Programs (CAAHEP) is pleased to inform you of its vote on **September 16, 2016** to award **continuing accreditation** to the Medical Assisting diploma program at Wake Technical Community College, Raleigh, NC.

The recent peer review conducted by the Medical Assisting Education Review Board (MAERB) and CAAHEP's Board of Directors recognizes the program's substantial compliance with the nationally established accreditation Standards. The next comprehensive evaluation of the program, including an on-site review, is scheduled to occur no later than **Fall 2025**.

The MAERB will regularly monitor the program's compliance with the outcomes assessment thresholds through the program's Annual Report as well as other documentation that may be requested (Standard IV.B.).

The following citation merits your institution's attention and resolution in order to strengthen the program's compliance with the Standards (for a complete copy of the Standards, check the CAAHEP website at www.caahep.org, or call the office at 727-210-2350):

III.C.2. Resources - Curriculum

The program must demonstrate that the content and competencies included in the program's curriculum meet or exceed those stated in the MAERB Core Curriculum (Appendix B).

I.C ANATOMY & PHYSIOLOGY-COGNITIVE

6. Compare structure and function of the human body across the life span

9. Analyze pathology for each body system including:

- a. diagnostic measures**
- b. treatment modalities**

One or more objectives in the cognitive domain could not be documented as either being taught and/or assessed.

For the unmet Cognitive objectives: The cognitive competencies were not met because the assessment tool was not suitable for the specific objectives. In one instance, the cognitive objective was asking for body systems, and the test questions were not inclusive of all body systems. In another instance, the assessment for the cognitive objective did not address structure and function of the human body across the life span.

For the unmet Cognitive objectives, submit the following:

Current syllabi/course outlines for the courses in which any of the above-listed cognitive objectives are taught and assessed. The above-listed cognitive objectives need to be highlighted.

Grading policy, grading scale, and pass score applied for the cognitive objectives need to be highlighted on each syllabus.

Official roster of the most recently assessed group of students who took the particular course(s) in which the specific objectives listed above are taught.

Copy of the blank examinations and/or other required assessment tools covering the listed objectives, highlighting which specific question covers the objective in question. Indicate the course number and course title on the particular assessment tool.

Copy of gradebooks (containing grades of tests and other academic projects focused on the cognitive objectives) covering the most recently assessed students who took the course, along with either the official or unofficial transcripts for those students that document the final grade for the course.

IX.A PROCEDURAL AND DIAGNOSTIC CODING-AFFECTIVE

1. Utilize tactful communication skills with medical providers to ensure accurate code selection

XI.A ETHICAL CONSIDERATIONS-AFFECTIVE

1. Recognize the impact personal ethics and morals have on the delivery of healthcare

One or more competencies in the psychomotor and/or affective domain could not be documented as either being taught and/or assessed.

For the unmet Affective competencies: The affective competencies were assessed with tools that do not effectively measure Affective competencies, as the tools were test questions designed for cognitive objectives rather than behavioral assessments.

For the unmet Affective competencies, submit the following:

Current syllabi for courses in which any of the above-listed affective competencies are taught and assessed. The above-listed competencies need to be highlighted.

Grading policy, scale, and pass score for the competencies, including the requirement for successful completion of all psychomotor and affective competencies.

Official roster of the most recently assessed group of students who completed the specific class in which the competencies outlined above were taught.

Copy of blank skill assessment tool used to assess student achievement for the specific competencies listed above, with the particular step highlighted if the tool assesses more than one competency, and the course number and name indicated on the tool.

Master competency checklist or detailed gradebook covering the most recently assessed group of students who took the course, documenting successful completion of each psychomotor and affective competency by all students who passed the course, along with either the official or unofficial transcripts for those students that document the final grade for the course. Highlight on the checklist or the detailed gradebook the competencies that are outlined above.

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Dr. Scott

CAAHEP requests that two copies of a progress report be sent to the **MAERB** by **February 1, 2018** indicating the manner in which this citation is being resolved. *The program must submit the progress report via one of the following: 1) Send two (2) USB thumb drives with all requested information to MAERB at 20 North Wacker Drive, Suite 1575, Chicago, IL 60606 or 2) scan the cover letter (on institution letterhead with appropriate signatures) and documentation into a PDF file and e-mail it to MAERB at maerb@maerb.org.*

Failure to respond satisfactorily to the citation above may result in a withdrawal of accreditation.

The accreditation standards are established by CAAHEP, MAERB, American Association of Medical Assistants (AAMA) and American Medical Association (AMA).

The commission commends you and your colleagues for your commitment to continuous quality improvement in education, as demonstrated by your participation in program accreditation. Questions concerning the submission or content of the progress report should be directed to the MAERB Executive Office.

Sincerely,



Thomas K. Skalko, PhD, LRT/CTRS
President

cc: Molly Curry, DNP, RN, Dean of Health Sciences
Charmaine Parker, LPN, MS, Medical Assisting Program Director
Mary L. Dey, CMA-AC (AAMA), CPC, Chair, MAERB
Rebecca Walker, CMA (AAMA), BS, CPC, Co-Vice Chair, MAERB
Cheryl Vineyard, CMA (AAMA), MEd, CPC, Co-Vice Chair, MAERB
Sarah R. Marino, PhD, Executive Director, MAERB