Connecting the Pieces: A Guide to Creating an Effective PEP

This outline has been created to assist schools in developing an PEP reflecting the areas outlined in the ABHES Accreditation Manual.
The Program Effectiveness Plan

The Program Effectiveness Plan (PEP) is an internal quality assessment tool used for evaluating each program and designing strategies to improve performance within an institution by:

- Identifying historical and current outcomes;
- Establishing and documenting specific goals; and
- Creating strategies to meet such goals.

The process of developing and maintaining a PEP requires that an institution use its past and present performance to set goals for future performance. The PEP continuously assesses:

- **Where have we been?** Baseline data provides a foundation for gauging and demonstrating improvements.
- **Where are we now?** Current data is compared to past data to determine the areas needing improvement.
- **Where do we want to go?** Future goals are established to bring about improvement in the program’s effectiveness.

Develop the processes and strategies that will be used to achieve these new goals.
Developing a PEP involves collecting, maintaining, and using information about each program that reflects the specific areas outlined in Chapter V, Section I of the ABHES Accreditation Manual. The data should be analyzed for the 12-month ABHES reporting period, July 1 through June 30, and used as the foundation for making comparisons across future reporting periods. The PEP must be updated at least annually.

The PEP is unique to each program and institution. An institution must demonstrate its efforts to ensure continuous improvement on an annual basis by:

- Systematically collecting data and information on each of the student achievement indicators;
- Completing an analysis of the data and information, including but not limited to, performing a comparison with previous years’ data; and
- Identifying, based upon the analysis of the data, what changes in strategies and/or activities will be made to increase program effectiveness.
PEP Cover Page

ABHES reporting period covered by the following PEP (July 1, 20XX through June 30, 20XX):

Prepared By: Date Reviewed:

For the purposes of this outline, the following is a suggested title page for an individual PEP:

<table>
<thead>
<tr>
<th>Name of Institution:</th>
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<tbody>
<tr>
<td>ABHES ID Code:</td>
<td>(Renewal Applicants Only)</td>
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<tr>
<td>Street Address:</td>
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<td>City:</td>
<td>State:</td>
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<td>Telephone #</td>
<td>Website:</td>
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PROGRAM INFORMATION

The information provided in the chart below must match that approved by the appropriate oversight agencies and is consistent with other institutional publications.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>In Class Clock Hours</th>
<th>*Recognized Outside Clock Hours</th>
<th>Total Clock Hours</th>
<th>Length in Weeks for day (D), evening (E), &amp;/or weekend (W) schedule, Example: 40-D, 50-E, 60-W</th>
<th>Academic Credit: Quarter Semester</th>
<th>Method of Delivery (residential; blended; and/or full distance)</th>
<th>Credential Awarded (Diploma, Certificate, or Type of Degree)</th>
<th>Do not use abbreviations</th>
</tr>
</thead>
</table>

※This field is not applicable to clock-hour only programs. For renewal applicants, reflect that which is currently approved by ABHES. For initial applicants, reflect that which is identified on the completed Application for Accreditation and Self Evaluation Report (SER).
Program Objectives:

KEYS TO SUCCESS
Program objectives are identified and consistent with all other institutional documents describing the program. An annual review is conducted to assess whether the program objectives are consistent with the field of study and the credential(s) awarded to include the comprehensive preparation of graduates to work in the career field.

***** METHOD OF EVALUATION

☐ Are the program objectives consistent with all other institutional documents describing the program?
Student Population:

A description of the characteristics of the student population in each program is included in the PEP.

The institution must determine which student characteristics will be most valuable to use for assessing program effectiveness as it relates to the required elements of the PEP. This information could be identified in a list, a chart, or narrative format.

The following is a list of student population characteristics an institution might consider when describing its program student population:

- Full-time/Part-time
- Employed/Unemployed
- First time college/prior postsecondary education
- Admission exam score ranges
- High School Graduate or GED/ATB
- Earned average or above GPA in HS English/Math
- English as a second language
- Income level
- Delivery method
- Age ranges

KEYS TO SUCCESS

The institution should evaluate a variety of demographic metrics that influence program outcomes. The above list are examples. Programs should select and assess its demographics when analyzing specific elements, such as retention, placement, and/or credentialing.

METHOD OF EVALUATION

☐ Has the program identified specific demographics?

☐ Has the program selected student characteristics which it determined to be valuable in assessing program effectiveness?
Program Effectiveness Plan Content

V.I.2. A program has an established documented plan for assessing its effectiveness as defined by specific outcomes.

While each program must represent each element required below, the plan may be a comprehensive one which collectively represents all programs within the institution or may be individual plans for each distinct program.

The Program Effectiveness Plan clearly describes the following elements:

a. Retention rate
b. Credentialing examination participation rate
c. Credentialing examination pass rate
d. Job placement rate
e. Surveys that measure (i) participation, and (ii) satisfaction for:
   1. Students
   2. Clinical extern affiliates
   3. Graduates
   4. Employers
f. Delivery method assessment (if program is offered in a blended or full distance education format)
g. Curriculum assessment
V.I.2.a: Retention Rate

A program demonstrates that students complete their program (V.I.1.a.).

The retention rate is determined by using the ABHES required method of calculation, for the reporting period July 1 through June 30, as follows:

\[
\text{Retention Rate} = \frac{\text{EE} + \text{G}}{\text{BE} + \text{NS} + \text{RE}}
\]

EE= Ending Enrollment (Number of students in class, on clinical experience and/or leave of absence on June 30)
G= Graduates
BE= Beginning Enrollment (Number of students in class, on clinical experience and/or leave of absence on July 1)
NS= New Starts
RE= Re-Entries (number of students that re-enter into school who dropped from a previous annual report time period)

SUPPORTING DOCUMENTATION
At a minimum, an institution maintains the names of all enrollees by program, start date, and graduation date using the ABHES Retention Backup Form, which must be completed and provided upon request to support the rates identified in the PEP.

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*Initial applicants are only required to report data that is available at the time of the PEP submission as part of the Self Evaluation Report (SER); however, updated information should be provided at the time of an on-site evaluation visit.
Retention Tracking Process

The Program Effectiveness Plan specifies a process and a timetable for the annual assessment of each program’s effectiveness.

Responding to each of the following questions will assist the institution in identifying its process for tracking RETENTION.

1. What is the process for tracking retention data?

2. Who (this might be one or more individuals) is responsible for collecting and monitoring retention data?

3. How frequently is retention data reviewed?

KEYS TO SUCCESS

Program retention rate must reflect what was reported in the ABHES annual report for renewal applicants or the Self Evaluation Report (SER) for initial applicants, and/or any subsequent updates using the ABHES Retention Backup Form. The supporting documentation is not required to be included in the PEP, but must be readily available upon request.

If the program was directed to submit an action plan to ABHES reflecting measures taken to correct any deficiencies, the plan and any updates must also be reflected in the PEP.

In conducting an analysis of the data, the program should assess the existing goal, identify trends, and consider factors such as:

- Student population (characteristics/demographics)
- Institutional policy
- Satisfaction surveys
- Advisory Board input
- Faculty changes & input
- Curriculum (e.g., course sequence, recent changes, delivery method)
- Market analysis (e.g., economy, industry or regional changes)
- Facility
- Equipment & supplies
- Last year’s goal/action plan
- Other contributing factors?
Based upon the analysis of the retention data, what actions/activities will be implemented (e.g., action plan) to impact the retention rate?

Upon successful implementation of actions/activities described above, what is the achievable retention rate goal for the next reporting year/PEP review?

***** METHOD OF EVALUATION

☐ Did the program retention rate match that which was reported in the ABHES annual report for renewal applicants, or SER for initial applicants, and/or any subsequent updates?

☐ Was a program retention rate goal identified?

☐ Were the factors considered in determining the program retention rate goal identified?

☐ Did the retention rate goal appear consistent with trend or baseline data?

☐ Did the institution identify the activities undertaken (action plan) to meet the program retention rate goal?
V.I.2.b: Credentialing Examination Participation Rate &
V.I.2.c: Credentialing Examination Pass Rate

These sections are being combined given the relationship of the credentialing examination participation and pass rates.

**A program demonstrates that graduates participate on credentialing exams required for employment (V.I.1.b).**

If a license or credential is required by a regulatory body (e.g., state or other governmental agencies) in the state in which the student or program is located (or operating), or by a programmatic accrediting body, then the participation of program graduates in credentialing or licensure examinations is monitored and evaluated.

The credentialing participation rate is determined by using the ABHES required method of calculation, for the reporting period July 1 through June 30, as follows:

**Examination participation rate = GT/GE**

GT = Total graduates taking examination
GE = Total graduates eligible to sit for examination

**A program demonstrates that graduates are successful on credentialing examinations required for employment (V.I.1.c).**

If an institution or program is required to monitor participation rates, then it must review graduate success on credentialing and/or licensing examinations. This review includes curricular areas in need of improvement. A program maintains documentation of such review and any pertinent curricular changes made as a result.

The credentialing pass rate is determined by using the ABHES required method of calculation, for the reporting period July 1 through June 30, as follows:

**Examination Pass Rate = GP/GT**

GP = Graduates passing examination (any attempt)
GT = Total graduates taking examination
The following screening questions are based upon the criteria per *Standard, V.I.1.b*, and are provided to assist the institution in determining whether it needs to complete and include these sections within the PEP:

**Screening Question #1:**

Is there a license or credential examination required by a regulatory body (e.g., state or other governmental agencies) in the state in which the student or program is located?

- If YES, then the following sections must be included within your PEP.
- If NO, proceed to Screening Question #2.

**Screening Question #2:**

Is the program accredited by another agency that requires program graduates to participate in a license or credentialing examination?

- If YES, then the following sections must be included within your PEP.
- If NO, then state in your PEP that “these sections do not apply to your program” and proceed to the next section.

**SUPPORTING DOCUMENTATION**

At a minimum, the names of all graduates by program, actual graduation date, and the credentialing or licensure exam for which they are required to sit for employment are maintained using the [ABHES Credentialing Backup Form](#), which must be completed and provided upon request to support the rates identified in the PEP.
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**Participation Rate(s):**

- Ex. Medical Assistant – Diploma
- Ex. Medical Assistant – AOS

**Pass Rate(s):**

- Ex. Medical Assistant – Diploma
- Ex. Medical Assistant – AOS

*Initial applicants are only required to report data that is available at the time of the PEP submission as part of the Self Evaluation Report (SER); however, updated information should be provided at the time of an on-site evaluation visit.*
Credentialing Tracking Process

The Program Effectiveness Plan specifies a process and a timetable for the annual assessment of each program’s effectiveness.

Responding to each of the following questions will assist the institution in identifying its process for tracking CREDENTIALING:

1. What is the process for tracking credentialing data?
   A. Examination Participation Rates
   B. Examination Pass Rates

2. Who (this might be one or more individuals) is responsible for collecting and monitoring credentialing data?
   C. Examination Participation Rates
   D. Examination Pass Rates

3. How frequently is credentialing data reviewed?
   A. Examination Participation Rates
   B. Examination Pass Rates
KEYS TO SUCCESS

Program credentialing participation and pass rates must reflect what was reported in the ABHES annual report for renewal applicants or the Self Evaluation Report (SER) for initial applicants using ABHES Credentialing Backup Form. The supporting documentation is not required to be included in the PEP, but must be readily available upon request.

If the program was directed to submit an action plan to ABHES reflecting measures taken to correct any deficiencies, the plan and any updates must also be reflected in the PEP.

In conducting an analysis of the data, the program should assess the existing goal, identify trends, and consider factors such as:

- Student population (characteristics/demographics)
- Institutional policy
- Satisfaction surveys
- Advisory Board input
- Faculty changes & input
- Curriculum (e.g., course sequence, recent changes, delivery method)
- Market analysis (e.g., economy, industry or regional changes)
- Facility
- Equipment & supplies
- Last year’s goal/action plan
- Other contributing factors?

Based upon the analysis of the credentialing data, what actions/activities will be implemented (e.g., action plan) to impact:

A. Examination Participation Rates
B. Examination Pass Rates

Upon successful implementation of actions/activities described above, what is the achievable credentialing goal for the next reporting year/PEP review for:

A. Examination Participation Rates
B. Examination Pass Rates
**METHOD OF EVALUATION**

- Did the program credentialing rate provided in the PEP match that which was reported in the ABHES annual report for renewal applicants, or SER for initial applicants, and/or any subsequent updates?
  
  A. Examination Participation Rate
  B. Examination Pass Rate

- Was a program credentialing rate goal identified?
  
  A. Examination Participation Rates
  B. Examination Pass Rates

- Were the factors considered in determining the program credentialing rate goal identified?
  
  A. Examination Participation Rate
  B. Examination Pass Rate

- Were the activities to be undertaken (action plan) to meet the program credentialing goal identified?
  
  A. Examination Participation Rates
  B. Examination Pass Rates
V.I.2.d: Placement Rate

A program demonstrates that graduates are successfully employed in the field, or related field, for which they were trained (V.I.1.d).

An institution has a system in place to assist with the successful initial employment of its graduates. A graduate must be employed for 15 days and the verification must take place no earlier than 15 days after employment.

The placement rate is determined by using the ABHES required method of calculation, for the reporting period July 1 through June 30, as follows:

Placement Rate = (F + R)/(G-U)

F = Graduates placed in their field of training
R* = Graduates placed in a related field of training
G = Total graduates
U** = Graduates unavailable for placement

*Related field refers to a position wherein the majority of the graduate’s job functions are related to the skills and knowledge acquired through successful completion of the training program.

**Unavailable is defined only as documented: health-related issues, military obligations, incarceration, continuing education status, or death.

Important Note: graduates pending required credentialing/licensure in a regulated profession required to work in the field and, thus, not employed or not working in a related field as defined above, should be reported through back-up information required in the Annual Report. This fact will then be taken into consideration if the program placement rate falls below expectations and an Action Plan is required by ABHES.

BACK-UP DOCUMENTATION

At a minimum, an institution maintains the names of graduates, place of employment, job title, employer telephone numbers, and employment and verification dates using the ABHES Placement Backup Form, which must be completed and provided upon request to support the rates identified in the PEP. An institution must also provide additional documentation and rationale to justify graduates identified as self-employed, employed in a related field, or unavailable for employment.
Placement Tracking Process

The Program Effectiveness Plan specifies a process and a timetable for the annual assessment of each program’s effectiveness.

Responding to each of the following questions will assist the institution in identifying its process for tracking **placement**.

1. What is the process for tracking **placement** data?

2. Who (this might be one or more individuals) is responsible for collecting and monitoring **placement** data?

3. How frequently is **placement** data reviewed?
KEYS TO SUCCESS

Program placement rate must reflect what was reported in the ABHES annual report for renewal applicants or the Self Evaluation Report (SER) for initial applicants, and/or any subsequent updates using the ABHES Placement Backup Form. The supporting documentation is not required to be included in the PEP, but must be readily available upon request.

If the program was directed to submit an action plan to ABHES reflecting measures taken to correct any deficiencies, the plan and any updates must also be reflected in the PEP.

In conducting an analysis of the data, the program should assess the existing goal, identify trends, and consider factors such as:

- Student population (characteristics/demographics)
- Institutional policy
- Satisfaction surveys
- Advisory Board input
- Faculty changes & input
- Curriculum (e.g., course sequence, recent changes, delivery method)
- Market analysis (e.g., economy, industry or regional changes)
- Facility
- Equipment & supplies
- Last year’s goal/action plan
- Other contributing factors?

Based upon the analysis of the placement data, what actions/activities will be implemented (e.g., action plan) to impact the retention rate?

Upon successful implementation of actions/activities described above, what is the achievable placement goal for the next reporting year/PEP review?
METHOD OF EVALUATION

- Did the program placement rate provided match that which was reported in the ABHES annual report for renewal applicants, or SER for initial applicants, and/or any subsequent updates?

- Was a program placement rate goal identified?

- Were the factors considered in determining the program placement rate goal identified?

- Did the placement rate goal appear consistent with trend or baseline data?

- Did the institution identify the activities undertaken (action plan) to meet the program placement rate goal?
V.I.2.e: Surveys for Students, Clinical Extern Affiliates, Graduates, & Employers

A program demonstrates that its required constituencies participate in completing program surveys (V.I.1.e.).

A program must survey the following constituencies: students, clinical extern affiliates, graduates, and employers. The purpose of the surveys is to collect data regarding a perception of a program’s strengths and weaknesses. Accordingly, a program must document that at a minimum the survey data included in its effectiveness assessment include the following:

**Student:**
Student surveys provide insight regarding student satisfaction relative to all aspects of the program, including the following:

a. Instruction  
b. Educational resources  
c. Student services  
d. Clinical experience

The student surveys identify strengths and weaknesses from a student’s perspective.

**NOTE:** An institution must evidence that it obtains student feedback regarding both classroom and clinical experiences. This can be accomplished by an institution utilizing one comprehensive survey given at the end of the program or utilizing multiple surveys administered at different times throughout the program.

**Clinical extern affiliate:**
Clinical extern affiliate surveys provide insight regarding affiliates’ satisfaction relative to program training, including the following:

a. A critique of students’ knowledge and skills upon completion of their in-school training and reflect how well the students are trained to perform their required tasks.  
b. An assessment of the strengths and weaknesses, and proposed changes, in the instructional activities for currently enrolled students.  
c. Evaluate the responsiveness and support provided by the designated school representative, who remained in contact with the site throughout the duration of the students’ externship.

The clinical extern affiliate surveys identify strengths and weaknesses of a program from an affiliate’s perspective.
NOTE: Clinical extern affiliate surveys are to be administered at a minimum annually to each affiliate. The intent of the survey is to assess the affiliate’s satisfaction with the program, not individual student performance.

Graduate:
Graduate surveys provide insight regarding graduates’ satisfaction with the following:
   a. Training and education
   b. Career services
   c. Preparedness for entry into the program field

The graduate surveys identify strengths and weaknesses of a program from a graduate’s perspective.

NOTE: Graduate surveys are to be administered to all program graduates. In an effort to obtain quality feedback, graduate surveys should be administered in a timeframe following program completion that allows graduates an opportunity to participate in mandatory credentialing or licensure examinations and/or seek and secure employment in the program field. Graduate survey data should provide a different perspective from student survey data.

Employer:
Employer surveys provide insight regarding employers’ satisfaction with the following:
   a. Skill level of the employee
   b. Would hire another graduate from the program

The employer surveys identify strengths and weaknesses of a program from an employer’s perspective.

NOTE: Employer surveys are to be administered no earlier than verification of employment.

The survey participation rate is determined by using the ABHES required method of calculation, for the reporting period July 1 through June 30, as follows:

Survey Participation Rate = SP / NS

SP = Survey Participation (those who actually filled out the survey)
NS = Number Surveyed (total number of surveys sent out)
A program demonstrates that it has developed survey satisfaction benchmarks based on required constituency surveys (V.1.1.f.).

The satisfaction rate is determined by using the ABHES required method of calculation, for the reporting period July 1 through June 30, as follows:

**Satisfaction Rate = SL/SP**

SL = Satisfaction Level  
SP = Survey Participation

At a minimum, an annual review of the results is conducted and shared with administration, faculty and advisory boards. Decisions and action plans are based upon the review of the surveys, and any changes made are documented (e.g., meeting minutes, memoranda).

**STUDENT SURVEYS:**

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**SUPPORTING DOCUMENTATION**

The program must identify how the participation and satisfaction rates were calculated. Copies of completed surveys and/or the raw data supporting such rates do not need to be part of the PEP, but must be readily available upon request for verification purposes.
Tracking Process & Outcomes Assessment

**Student Surveys**

The Program Effectiveness Plan specifies a process and a timetable for the annual assessment of each program’s effectiveness.

**Responding to each of the following questions will assist the institution in conducting an assessment of each program’s effectiveness regarding **STUDENT SURVEYS**.**

1. What is the process for tracking **student survey** data?

2. Who (this might be one or more individuals) is responsible for collecting and monitoring **student survey** data?
   - A. Participation
   - B. Satisfaction

3. How frequently is **student survey** data reviewed?
   - A. Participation
   - B. Satisfaction

4. How does the program define or determine satisfaction level when tallying/summarizing **student survey** data for calculating the satisfaction rate *(Standard V.I.1.f.)*?

5. Are there any trends apparent in the **student survey** data? If so, what are the contributing factors?
   - A. Participation
   - B. Satisfaction

6. What changes have been made based upon the analysis of the **student survey** data?
   - A. Participation
   - B. Satisfaction
KEYS TO SUCCESS

The program must evidence that it has a systematic process for regularly surveying constituents. Results of the constituency surveys are shared with the administration, faculty, and advisory board. Survey rates are determined using the ABHES reporting period, July 1 to June 30.

In conducting an analysis of student survey feedback, the program should identify trends, strengths and weaknesses, and factors impacting satisfaction/participation rates.

Based upon the analysis of the student survey data, identify actions/activities to be implemented (action plan) to impact the satisfaction/participation rates.

*****
*****
***** METHOD OF EVALUATION

☐ Was an annual review of the student survey results conducted to identify strengths and weaknesses?

☐ Did the program identify how the student survey participation and satisfaction rates were calculated?

☐ Were student survey results shared with the administration, faculty, and advisory board?

☐ Were student survey participation/satisfaction action plans identified?
**CLINICAL EXTERN AFFILIATE SURVEYS:**

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**SUPPORTING DOCUMENTATION**

The program must identify how the participation and satisfaction rates were calculated. Copies of completed surveys and/or the raw data supporting such rates do not need to be part of the PEP, but must be readily available upon request for verification purposes.
Tracking Process & Outcomes Assessment

Clinical Extern Affiliate Surveys

The Program Effectiveness Plan specifies a process and a timetable for the annual assessment of each program’s effectiveness.

Responding to each of the following questions will assist the institution in conducting an assessment of each program’s effectiveness regarding CLINICAL EXTERN AFFILIATE SURVEYS.

1. What is the process for tracking clinical extern affiliate survey data?
   A. Participation
   B. Satisfaction

2. Who (this might be one or more individuals) is responsible for collecting and monitoring clinical extern affiliate survey data?
   A. Participation
   B. Satisfaction

3. How frequently is clinical extern affiliate survey data reviewed?
   C. Participation
   D. Satisfaction

4. How does the program define or determine satisfaction level when tallying/summarizing clinical extern affiliate survey data for calculating the satisfaction rate (Standard V.I.1.f.)?

5. Are there any trends apparent in the clinical extern affiliate survey data? If so, what are the contributing factors?
   A. Participation
   B. Satisfaction

6. How is this clinical extern affiliate survey data used to improve the educational process?
   A. Participation
   B. Satisfaction
KEYS TO SUCCESS
The program must evidence that it has a systematic process for regularly surveying constituents. Results of the constituency surveys are shared with the administration, faculty, and advisory board. Survey rates are determined using the ABHES reporting period, July 1 to June 30.

In conducting an analysis of clinical extern affiliate survey feedback, the program should identify trends, strengths and weaknesses, and factors impacting satisfaction/participation rates.

Based upon the analysis of the clinical extern affiliate survey data, identify actions/activities to be implemented (action plan) to impact the satisfaction/participation rates.

***** METHOD OF EVALUATION

☐ Was an annual review of the clinical extern affiliate survey results conducted to identify strengths and weaknesses?

☐ Did the program identify how the clinical extern affiliate survey participation and satisfaction rates were calculated?

☐ Were clinical extern affiliate survey results shared with the administration, faculty, and advisory board?

☐ Were clinical extern affiliate survey participation/satisfaction action plans identified?
GRADUATE SURVEYS:

<table>
<thead>
<tr>
<th>Program Name &amp; Credential</th>
<th>ABHES Reporting Year</th>
<th>ABHES Reporting Year</th>
<th>ABHES Reporting Year</th>
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<tr>
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<td>7/1/XX – 6/30/XX</td>
<td>7/1/XX – 6/30/XX</td>
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<tr>
<td></td>
<td>(2 years prior)</td>
<td>(1 year prior)</td>
<td>(current)</td>
</tr>
</tbody>
</table>

**Participation Rate(s):**
- Ex. Medical Assistant – Diploma
- Ex. Medical Assistant – AOS

**Satisfaction Rate(s):**
- Ex. Medical Assistant – Diploma
- Ex. Medical Assistant – AOS

*Initial and/or new program applicants are only required to report data that is available at the time of the PEP submission as part of the Self Evaluation Report (SER); however, updated information must be available at the time of an on-site evaluation visit.

**SUPPORTING DOCUMENTATION**

The program must identify how the participation and satisfaction rates were calculated. Copies of completed surveys and/or the raw data supporting such rates do not need to be part of the PEP, but must be readily available upon request for verification purposes.
Tracking Process & Outcomes Assessment

**Graduate Surveys**

The Program Effectiveness Plan specifies a process and a timetable for the annual assessment of each program’s effectiveness.

**Responding to each of the following questions will assist the institution in conducting an assessment of each program’s effectiveness regarding GRADUATE SURVEYS.**

1. What is the process for tracking graduate survey data?
   A. Participation  
   B. Satisfaction

2. Who (this might be one or more individuals) is responsible for collecting and monitoring graduate survey data?
   A. Participation  
   B. Satisfaction

3. How frequently is the graduate survey data reviewed?
   A. Participation  
   B. Satisfaction

4. How does the program define or determine satisfaction level when tallying/summarizing graduate survey data for calculating the satisfaction rate *(Standard V.I.I.f.)*?

5. Are any trends apparent in the graduate survey data? If so, what are the contributing factors?
   A. Participation  
   B. Satisfaction

6. What changes have been made based upon the graduate survey data?
   A. Participation  
   B. Satisfaction
KEYS TO SUCCESS

The program must evidence that it has a systematic process for regularly surveying constituents. Results of the constituency surveys are shared with the administration, faculty, and advisory board. Survey rates are determined using the ABHES reporting period, July 1 to June 30.

In conducting an analysis of graduate survey feedback, the program should identify trends, strengths and weaknesses, and factors impacting satisfaction/participation rates.

Based upon the analysis of the graduate survey data, identify actions/activities to be implemented (action plan) to impact the satisfaction/participation rates.

*****
*****
***** METHOD OF EVALUATION

☐ Was an annual review of the graduate survey results of the surveys conducted to identify strengths and weaknesses?

☐ Did the program identify how the graduate survey participation and satisfaction rates were calculated?

☐ Were graduate survey results shared with the administration, faculty, and advisory board?

☐ Were graduate survey participation/satisfaction action plans identified?
EMPLOYER SURVEYS:

<table>
<thead>
<tr>
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</tr>
</tbody>
</table>

**Participation Rate(s):**
- Ex. Medical Assistant – Diploma
- Ex. Medical Assistant – AOS

**Satisfaction Rate(s):**
- Ex. Medical Assistant – Diploma
- Ex. Medical Assistant – AOS

*Initial and/or new program applicants are only required to report data that is available at the time of the PEP submission as part of the Self Evaluation Report (SER); however, updated information must be available at the time of an on-site evaluation visit.*

**SUPPORTING DOCUMENTATION**
The program must identify how the participation and satisfaction rates were calculated. Copies of completed surveys and/or the raw data supporting such rates do not need to be part of the PEP, but must be readily available upon request for verification purposes.
Tracking Process & Outcomes Assessment

Employer Surveys

The Program Effectiveness Plan specifies a process and a timetable for the annual assessment of each program’s effectiveness.

Responding to each of the following questions will assist the institution in conducting an assessment of each program’s effectiveness regarding EMPLOYER SURVEYS.

1. What is the process for tracking employer survey data?

2. Who (this might be one or more individuals) is responsible for collecting and monitoring employer survey data?
   A. Participation
   B. Satisfaction

3. How frequently is employer survey data reviewed?
   A. Participation
   B. Satisfaction

4. How does the program define or determine satisfaction level when tallying/summarizing employer survey data for calculating the satisfaction rate (Standard V.I.1.f.)?

5. Are there any trends apparent in the employer survey data? If so, what are the contributing factors?
   A. Participation
   B. Satisfaction

6. What changes have been made based upon the employer survey data?
   A. Participation
   B. Satisfaction
KEYS TO SUCCESS

The program must evidence that it has a systematic process for regularly surveying constituents. Results of the constituency surveys are shared with the administration, faculty, and advisory board. Survey rates are determined using the ABHES reporting period, July 1 to June 30.

In conducting an analysis of employer survey feedback, the program should identify trends, strengths and weaknesses, and factors impacting satisfaction/participation rates.

Based upon the analysis of the employer survey data, identify actions/activities to be implemented (action plan) to impact the satisfaction/participation rates.

*****
*****
***** METHOD OF EVALUATION

☐ Was an annual review of the employer survey results of the surveys conducted to identify strengths and weaknesses?

☐ Did the program identify how the employer survey participation and satisfaction rates were calculated?

☐ Were employer survey results shared with the administration, faculty, and advisory board?

☐ Were employer survey participation/satisfaction action plans identified?
V.I.2.f: Delivery Method Assessment

If program is offered in a blended or full distance education format, the PEP includes an assessment of the effectiveness of the instructional delivery method.

Responding to each of the following questions will assist the institution completing a DELIVERY METHOD ASSESSMENT.

1. What is the process for assessing the effectiveness of the blended or full distance education delivery method?

2. Who (this might be one or more individuals) is responsible for conducting the delivery method assessment?

3. How frequently is the delivery method assessed?

4. What strengths and/or weaknesses were identified?

5. What changes have been made to improve the delivery method and/or educational process?

6. In instances where students have the option to complete the same course/program on ground or via distance, are there any trends apparent in either delivery method regarding student achievement indicators, such as retention, credentialing (as applicable), and placement?
KEYS TO SUCCESS
The institution should incorporate evaluation of its method(s) of delivery in relation to program outcomes. Method(s) of delivery can be identified as a demographic when describing student population given its potential impact on survey feedback, retention, placement, and/or credentialing.

*****
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***** METHOD OF EVALUATION

☐ Was the effectiveness of the instructional delivery method assessed?
**V.I.2.g: Curriculum Assessment**

The Program Effectiveness Plan specifies a process and a timetable for the annual assessment of program effectiveness.

The plan must include an assessment of the curriculum that uses tools which might include examinations, advisory board input, competency and skill outcomes, faculty review of resource materials, and graduate and employer surveys. Results of the assessment are not required to be reported to ABHES, but are considered in annual curriculum revision by such parties as the program supervisor, faculty, and the advisory board. Changes adopted are included in the program effectiveness plan.

Responding to each of the following questions will assist the institution completing a **PROGRAM CURRICULUM ASSESSMENT**.

1. What is the process for assessing each program’s curriculum?

2. Who (this might be one or more individuals) is responsible for assessing program curriculum?

3. How frequently is the program curriculum assessed?

4. What strengths and/or weaknesses were identified?

5. What changes have been made to improve the program curriculum and/or educational process?
KEYS TO SUCCESS
Institution evidences that it has an annual systematic process for assessing program curriculum that uses tools which might include examinations, advisory board input, competency and skill outcomes, faculty review of resource materials, and other resources. Factors such as survey feedback, retention, placement and/or credentialing are considered when assessing program curriculum.

The institution should assess/confirm that based upon the elements of the PEP, the program objectives are consistent with the field of study and the credential offered.

Process should support published program objectives.

*****
******* METHOD OF EVALUATION

☐ Was there an assessment of the curriculum?

Summary

In closing, the PEP can be a powerful resource when key changes in educational operations, activities, and/or strategies to improve program performance are identified and assessed annually.