

Making MOC Credit Information Easier to Navigate

A before-and-after review of the MOC Credit for Program Directors and Faculty webpage for the American Board of Internal Medicine (ABIM).

FOCUS

Content strategy · UX writing · Information architecture

DELIVERABLE

Published webpage enhancement

PROJECT OVERVIEW

The page helps internal medicine residency and fellowship program directors understand how they can earn Maintenance of Certification (MOC) points for quality improvement work and attest to eligible faculty participation. The enhancement creates a more structured, task-oriented resource for users navigating eligibility, deadlines, submission steps, and supporting materials.

THE CHALLENGE

The previous page contained the core information, but presented it primarily as a sequence of instructional sections. Users needed to scan the page to find the workflow, deadline, or resource relevant to their situation.

LIVE PAGE

[Open the published ABIM webpage](#) ■

Before: the previous live experience

The following excerpts are taken directly from the supplied PDF of the previous page. They show how the content was presented before the enhancements.

SNIPPET A — INTRODUCTION & CLAIMING POINTS	SNIPPET B — FACULTY & RETROACTIVE CREDIT
Program Directors & Administrators / MOC Credit for Program Directors and Faculty MOC Credit for Program Directors and Faculty Earn Maintenance of Certification (MOC) points for work you're already doing. Program directors of internal medicine residencies and fellowships accredited by the Accreditation Council for Graduate Medical Education (ACGME) can earn 20 MOC points in Practice Assessment annually in recognition of the quality improvement (QI) work intrinsic to their roles. Additionally, program directors can attest to meaningful QI participation for faculty within their programs, granting them the same 20 Practice Assessment MOC points. Explore specific activity guidelines in the FasTrack® system, where all attestations are formally recorded.	How to Attest for Faculty 1. Look up faculty ABIM IDs using the "Check a Physician's Certification" tool on ABIM.org. 2. Sign in to FasTrack (reset your password if needed). 3. Select the "MOC for QI" link in the top right-hand corner. 4. Enter faculty ABIM IDs—names will populate automatically. 5. Submit the attestation—MOC points will be granted immediately. The deadline to attest for the previous academic year is June 30. We recommend completing attestations alongside training attestations to streamline the process. Attest for Faculty Retroactive Credit Retroactive credit is available for up to the immediate previous four academic years not previously claimed. To apply for retroactive credit, program directors must complete these three steps: 1. Download the participant form 2. Complete the following sections of the form: • Faculty name • Six-digit ABIM ID • Birthdate (DD/MM) • Years of unclaimed eligibility 3. Submit the completed form to maend@abim.org

What the original page communicated

- Eligibility and the 20-point MOC benefit were introduced at the top of the page.
- Claiming points and attesting for faculty were explained as numbered steps.
- The June 30 deadline was embedded within the instructions.
- Retroactive credit guidance appeared farther down the page, including a participant form and submission email.

These excerpts illustrate the original content and layout; they are not recreated mockups.

After: a more task-oriented structure

The current live page adds stronger navigation and more clearly defined pathways to help users locate the process and resources relevant to their needs.

BEFORE	AFTER
Linear content flow Eligibility and instructions appeared in a largely sequential layout.	In-page navigation A page navigation section points users to major topics and workflows.
Deadline within instructions The June 30 deadline appeared in procedural copy.	Dedicated submission timeline Academic-year milestones and recommended actions are grouped together.
Primary submission workflows The page focused on claiming points and attesting for faculty.	Distinct task pathways Current-year credit, previous-year credit, and eligible programs without FasTrack access have separate sections.
Procedural guidance Users were directed to FasTrack, physician ID lookup, and a retroactive participant form.	Expanded support resources The live page includes administrative guides, forms, email templates, and FAQs.

Key content improvements

01	Clearer content hierarchy Grouped information around user tasks and added in-page navigation.
02	More visible timing cues Added an academic-year timeline to make key milestones easier to find.
03	More specific workflows Separated current-year submissions from retroactive claims and added guidance for eligible programs without FasTrack access.
04	Stronger resource access Connected instructions with relevant tools, forms, administrative guides, email templates, and FAQs.

Designing around user needs

The enhancements focus on helping program directors and administrators identify the right process and move from information to action.

STRATEGIC PRINCIPLE	HOW IT SHOWS UP
User-centered organization	Content is grouped by task, timeframe, and eligibility scenario rather than relying only on a linear reading path.
Action-oriented content	Instructions connect users to FasTrack, certification lookup, forms, and supporting resources.
Scannability	Descriptive headings, numbered steps, lists, and a timeline help users scan for the information they need.
Support beyond the primary workflow	The page includes materials for administrative staff and guidance for eligible programs without FasTrack access.

OUTCOME

The published page provides a more structured destination for users seeking MOC credit information. Its navigation, timeline, task-specific sections, and expanded administrative resources make available processes and next steps easier to distinguish at the content level.

HOW SUCCESS COULD BE MEASURED

Future analytics could evaluate engagement with submission links, clicks to FasTrack and downloadable forms, navigation behavior, and exits from the page. These measures could help test whether the enhancements improve task completion and reduce friction. Quantitative performance results were not provided, so no lift or conversion claim is made.

PORTFOLIO
TAKEAWAY

A content-led website enhancement that strengthens information architecture, makes key deadlines easier to find, and connects users to resources needed to complete MOC credit tasks.

EXPLORE THE PUBLISHED EXPERIENCE

Open the live ABIM webpage ■

Source note: Original-page excerpts are reproduced from the PDF supplied for this case study. The comparison describes content and structural changes; usability and performance outcomes have not been independently measured.