

**Wayne Community College  
Program Review – 2021-2022**

**Name of Program:** Medical Office Administration

**Section 1: Program Overview**

**Mission/Purpose:** *As part of the review cycle, programs are asked to formally evaluate their mission/purpose statement.*

**Please provide your current mission/purpose statement.**

The mission of the Medical and Office Administration Department is to prepare graduates for employment as medical and administrative support professionals in the diversified healthcare and business industries.

The Medical Office Administration curriculum prepares individuals for employment in medical and other healthcare-related offices. It equips medical office professionals to respond to the demands of a dynamic computerized workplace. Students will complete courses which include medical terminology; information systems; office management; medical coding, billing, and insurance; legal and ethical issues, formatting, and word processing; as well as courses designed to develop proficiency in the use of integrated software, oral and written communication, analysis and coordination of office duties and systems, and other support topics. Emphasis is placed on nontechnical as well as technical skills. Graduates should qualify for employment in a variety of positions including medical and dental offices, hospitals, insurance companies, laboratories, medical supply companies, and other health-related organizations.

**Are you planning to revise your mission/purpose statement? If so, please provide your revised mission/purpose statement and reason for the change.**

The current mission statement for the Medical and Office Administration Department is adequate and will not be changed for this cycle.

**Describe how the program's mission aligns with the College's vision, mission, core values, and strategic goals. Identify which Institutional Goal(s) best align with your program and explain why.**

**Goal 1: Increase Student Access**

**Goal 2: Ensure Program Excellence**

**Goal 3: Improve Student Success**

**Goal 4: Ensure Institutional Quality**

The mission of the Medical and Office Administration (MOA) Department aligns with the College's vision in that this program prepares students with quality education and trains students to work in the community. The MOA mission aligns with the College's mission in that this program is not a limited admission program, and therefore, all students can apply and enroll in the program. The MOA program shares the College's core values and works diligently with students in the program to ensure that the MOA faculty communicates with students using various methods of communication which include in-person meetings, email, telephone, Aviso, and Google texts. The MOA faculty works closely with students and demonstrates compassion for them in numerous ways depending on the situation.

The MOA program consists of a diverse student population which the faculty values and respects. The MOA faculty sets high standards in the program and enforces these standards in the courses they teach. The MOA faculty believe in being fair and honest with all students and treating everyone with respect. Courses in the MOA program teaches students leadership skills, and the MOA faculty encourage students to demonstrate their leadership skills when opportunities arise. In their courses, the MOA faculty works to help students improve their learning, even working at times with students outside of class. In MOA classes, it is encouraged for students to help one another, especially in team assignments. This helps students learn to work together. In class, students are taught to respect the College's property and take care of it for others to use. The MOA faculty works to ensure all four of the College's goals are met. Goal #1: Each student who applies to enroll into one of the MOA programs is personally called by the department chair or one of the faculty. Goal #2: Each MOA faculty regularly examines, and revises as needed, the courses they teach to ensure students receive quality education. Faculty also attend training/workshops/conferences when funds allow to stay updated in the program material. Goal #3: The MOA faculty earnestly work to retain students in the program and work to help students be successful in completing their goals to become work ready. Goal #4: MOA faculty work with all Wayne Community College (WCC) faculty, staff, and administration to provide a quality education journey at this institution. A few years ago, all employees at WCC were required to attend a Customer Service Training to enable all employees to better serve students as well as work together as a team. As discussed above, the MOA faculty believe that all the College's goals align with the MOA programs.

**Associates, Diplomas, Certificates, and Pathways Offered:** Please list all associates, diplomas, certificates, and pathways offered in the table below.

Program Type (Associate, Diploma, Certificate, or Pathway)	Program Title
Associate Degree	Medical Office Administration
Diploma	Medical Office Administration
Diploma	Medical Office Administration/Medical Coding
Certificate	Medical Office Administration
Certificate	Medical Office Administration/Medical Insurance
Certificate	Medical Office Administration/Medical Scribe
Certificate	Medical Office Administration/Dental Office
Pathway	Medical Office Administration Certificate
Pathway	Medical Office Administration/Medical Insurance Certificate
Pathway	Medical Office Administration/Medical Scribe Certificate
Pathway	Medical Office Administration/Dental Office Certificate

**Activities to ensure program is current (2019-20; 2020-21; 2021-22 – Academic Year, Fall, Spring, Summer)**

List program curriculum changes, revisions, and/or deletions.

Curriculum Changes	Date – Updated / Revised / Deleted
Medical Office Administration (A25310)	Fall 2019, Updated
Medical Office Administration Diploma (D25310MO)	Fall 2019, Added
Medical Office Administration/Dental Office Certificate (C25310D)	Fall 2019, Added
Medical Office Administration/Dental Office Certificate Pathway (C25310X)	Fall 2019, Added
Medical Office Administration (A25310)	Fall 2019, Revised

Medical Office Administration Certificate Pathway (C25310X)	Fall 2020, Added
Medical Office Administration Degree(A25310), Medical Office Administration Diploma (D25310MO), Medical Office Administration Certificate (C25310MO), Medical Office Administration Certificate Pathway (C25310X), Medical Office Administration/Medical Scribe Certificate (C25310MS), Medical Office Administration/Medical Scribe Certificate Pathway (C25310MX), Medical Office Administration/Dental Office Certificate (C25310D), Medical Office Administration/Dental Office Certificate Pathway (C25310DX)	Fall 2020, Revised
Medical Office Administration Degree(A25310), Medical Office Administration Diploma (D25310MO), Medical Office Administration/Medical Coding Diploma (D25310)	Fall 2020, Revised
Medical Office Administration (A25310, Medical Office Administration/Medical Coding Diploma (D25310), Medical Office Administration/Medical Scribe Certificate (C25310MS), Medical Office Administration/Medical Scribe Certificate Pathway (C25310MX)	Fall 2021, Updated
Medical Office Administration/Medical Scribe Certificate (C25310MS) and Medical Office Administration/Medical Scribe Certificate Pathway (C25310MX)	Fall 2021, Revised
Medical Office Administration (A25310)	Fall 2021, Revised

**Provide an overview of the significance of the program changes and improvements that occurred over the past three years.** (What were the program's / discipline's goals and rationale for expanding and improving student learning, including new courses, program degrees, certificates, diplomas, and/or delivery methods?)

In Fall 2019, the Medical Office Administration Degree was updated to move one Major Elective from the fourth semester to the third semester. The Medical Office Administration Diploma program was added in fall 2019. This program was approved by the department's advisory committee and was added to assist students in becoming work ready within the Medical and Office Administration field. The Medical Office Administration/Dental Office Certificate was added in fall 2019. This program was added after surveying and talking with local dental office managers and further discussing the need of this certificate with the department's advisory committee members. The Medical Office Administration/Dental Office Certificate Pathway was also added to provide high school students with more opportunities to choose from in making choices for their college courses and career choices. The Medical Office Administration Degree was revised in fall 2019 where the two new dental specific courses, OST 143 Dental Office Terminology, and OST 147 Dental Billing and Coding, were added as Major Elective choices. By adding these two courses to this degree, students could choose to take these two classes as their Major Elective and obtain the Medical Office Administration/Dental Office Certificate along with the MOA degree. By adding these certificates and diplomas, students can earn stackable credentials along with their degree.

In Fall 2020, the Medical Office Administration Certificate Pathway was added to provide high school students with more opportunities for their career and college promise (CCP) choices. In fall 2020, due to support for Adobe

Flash in all web browsers being discontinued and the department's publisher no longer supporting the keyboarding product and sites, the Medical Office Administration Degree, Medical Office Administration Diploma, Medical Office Administration Certificate, Medical Office Administration Certificate Pathway, Medical Office Administration/Medical Scribe Certificate, Medical Office Administration/Medical Scribe Certificate Pathway, Medical Office Administration/Dental Office Certificate, and the Medical Office Administration/Dental Office Certificate Pathway programs were all revised to delete the OST 132 Keyboard Skill Building course and to add the OST 131 Keyboarding course in its place. OST 131 Keyboarding was also removed as a Major Elective choice in the MOA degree program. In fall 2020, the Medical Office Administration Degree, Medical Office Administration Diploma, and the Medical Office Administration/Medical Coding Diploma programs were all revised to remove a local prerequisite from OST 164 Office Editing due to the RISE initiative.

In Fall 2021, the course name for OST 243 Medical Office Simulation was changed to OST 280 Electronic Health Records to reflect the material taught more effectively. This change affected the Medical Office Administration Degree, Medical Office Administration Diploma, Medical Office Administration/Medical Scribe Certificate, and the Medical Office Administration/Medical Scribe Certificate Pathway. In fall 2021, it was approved to delete OST 131 Keyboarding and add CIS 110 Introduction to Computers to meet the prerequisite for the OST 280 Electronic Health Records class mentioned above. This affected the Medical Office Administration/Medical Scribe Certificate and the Medical Office Administration/Medical Scribe Certificate Pathway. In fall 2021, it was approved to align both OST 247 and OST 248 in the third semester which would allow Medical Office Administration students to take OST 249 Medical Certification Prep. in the fourth semester as their Major Elective and also achieve the Medical Office Administration/Medical Coding Diploma. In this same curriculum change, it was also requested to move WBL 110 World of Work to the fourth semester to help even semester hours. This affected the Medical Office Administration Degree.

**Advisory Committee: dates, summary of minutes, activities (2019-20; 2020-21; 2021-22 – Academic Year – Fall, Spring, Summer)**

**Summary of Advisory Committee Activities**

Year	Meeting Dates	Recommendations / Activities
2019-2020	03/28/2019 10/22/2019	The Advisory Committee members agreed with what was presented at both Advisory Committee meetings and had no other concerns or recommendations.
2020-2021	03/23/2020 10/27/2020	The Spring 2020 meeting was cancelled due to Covid-19. The Advisory Committee members agreed with what was presented at the Fall 2020 Advisory Committee meeting and had no other concerns or recommendations.
2021-2022	03/23/2021 10/26/2021	The Advisory Committee members agreed with what was presented at both Advisory Committee meetings and had no other concerns or recommendations.

*(Ensure that Advisory Committee Meeting Minutes are filed in the IE Shared Program Folder.)*

**Provide narrative for analysis of trends in the field or industry (emerging needs) that contribute to maintaining program relevance.** *(Based on advisory committee suggestions, environmental scans, industry demands, and other sources external to the program/discipline, how well is the program/discipline responding to the current and emerging needs of the industry and/or community? What resources might your program need?)*

Upon review of the Advisory Committee Meeting minutes, there were no committee suggestions on emerging trends in the healthcare field. According to the U.S. Bureau of Labor Statistics, “employment of medical records specialists is projected to grow 7 percent from 2021 to 2031, about as fast as the average for all occupations.” The demand for health services is expected to increase as the population ages. See the link below provided by the U.S. Bureau of Labor Statistics (visited September 9, 2022).

<https://www.bls.gov/ooh/healthcare/medical-records-and-health-information-technicians.htm>

**Section 2: Program Outcomes****Outcome #1: Enrollment (unduplicated)****Baseline:** 168 # (Average of total enrollment for the last three years – 2018-19; 2019-20; 2020-21)**Standard:** 169 #**Target:** 170 #**Program Enrollment**

Program Enrollment (unduplicated)	
Academic Year (Fall, Spring, Summer)	Enrollment
2018-2019	180
2019-2020	162
2020-2021	162

**Enrollment by Ethnicity, Gender, and Age**

Ethnicity & Gender	2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%
African American, Female	69	38.3%	62	38.3%	51	31.5%
American Indian/Alaskan Native, Female	1	0.6%	2	1.2%	1	0.6%
Asian, Female	2	1.1%	1	0.6%	1	0.6%
Caucasian, Female	69	38.3%	62	38.3%	70	43.2%
Hawaiian/Other Pacific Islander, Female	0	0.0%	1	0.6%	0	0.0%
Hispanic/Latino, Female	28	15.6%	27	16.7%	33	20.4%
Two or More Races, Female	2	1.1%	3	1.9%	4	2.5%
Unknown, Female	4	2.2%	2	1.2%	1	0.6%
<b>Female Total</b>	<b>175</b>	<b>97.2%</b>	<b>160</b>	<b>98.8%</b>	<b>161</b>	<b>99.4%</b>
African American, Male	4	2.2%	1	0.6%	0	0.0%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	1	0.6%	1	0.6%	1	0.6%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
<b>Male Total</b>	<b>5</b>	<b>2.8%</b>	<b>2</b>	<b>1.2%</b>	<b>1</b>	<b>0.6%</b>
<b>Total</b>	<b>180</b>	<b>100.0%</b>	<b>162</b>	<b>100.0%</b>	<b>162</b>	<b>100.0%</b>

Ethnicity & Age Range	2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%
African American, Under the age of 18	3	1.7%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	4	2.2%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	5	2.8%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	1	0.6%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
<b>Under the age of 18 Total</b>	<b>12</b>	<b>6.7%</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>0.6%</b>
African American, 18-24	21	11.7%	23	14.2%	14	8.6%
American Indian/Alaskan Native, 18-24	0	0.0%	1	0.6%	1	0.6%
Asian, 18-24	1	0.6%	1	0.6%	1	0.6%
Caucasian, 18-24	20	11.1%	19	11.7%	20	12.3%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	1	0.6%	0	0.0%
Hispanic/Latino, 18-24	13	7.2%	15	9.3%	17	10.5%
Two or More Races, 18-24	0	0.0%	2	1.2%	0	0.0%
Unknown, 18-24	2	1.1%	1	0.6%	1	0.6%
<b>18-24 Total</b>	<b>57</b>	<b>31.7%</b>	<b>63</b>	<b>38.9%</b>	<b>54</b>	<b>33.3%</b>
African American, 25-44	38	21.1%	29	17.9%	24	14.8%
American Indian/Alaskan Native, 25-44	1	0.6%	1	0.6%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	34	18.9%	37	22.8%	42	25.9%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	9	5.0%	11	6.8%	16	9.9%
Two or More Races, 25-44	1	0.6%	0	0.0%	3	1.9%
Unknown, 25-44	2	1.1%	1	0.6%	0	0.0%
<b>25-44 Total</b>	<b>85</b>	<b>47.2%</b>	<b>79</b>	<b>48.8%</b>	<b>85</b>	<b>52.5%</b>
African American, 45-64	11	6.1%	11	6.8%	13	8.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	1	0.6%	0	0.0%	0	0.0%
Caucasian, 45-64	12	6.7%	7	4.3%	9	5.6%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	1	0.6%	1	0.6%	0	0.0%
Two or More Races, 45-64	1	0.6%	1	0.6%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
<b>45-64 Total</b>	<b>26</b>	<b>14.4%</b>	<b>20</b>	<b>12.3%</b>	<b>22</b>	<b>13.6%</b>
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
<b>65+ Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
<b>Total</b>	<b>180</b>	<b>100.0%</b>	<b>162</b>	<b>100.0%</b>	<b>162</b>	<b>100.0%</b>

**Provide narrative for analysis of program enrollment.** *(Is enrollment increasing or decreasing? What are possible reasons for increase/decrease? Describe any action plans to improve or increase program enrollment.)*

Students enrolled in the Medical Office Administration program are primarily female. Program enrollment has decreased from the high of 180 students in 2018-2019 but remains steady at 162 for the 2019-2020 and 2020-2021 school year. The decline in enrollment during the 2019-2020 and 2020-2021 school year is most likely due to the Covid-19 Pandemic. From 2018 to 2021 the Medical Office Administration program shows a decline in African American females across the 18 – 24 and the 25-44 age range, but we notice an increase in the African American in the 45- 64 age group. Enrollment in the Hispanic and Caucasian population increased in the 18–24-year-old age group and the 25–44-year-old age group. The MOA program has also shown a decline in males enrolled in the program as we had 5 males in 2018-2019 enrollment data and only one during the 2020-2021, and this comes as no surprise since the Medical Office Administration industry is saturated with women. The MOA department has been working with the WCC Media Department to implement the use of new marketing materials to include diversity through race and gender. The MOA Department continues to reach through distribution of marketing materials such as flyers in the local community, at the public schools and public library. Social media posts are shared publicly through the official WCC MOA/OA Facebook page. The posts include student awards that reflect out students of all races. WCC is highlighted as a military friendly school as we have a direct relationship with Seymour Johnson Air Force Base through our WCC Liaison.

#### **Identify Enrollment Action Items**

<b>Item</b>	<b>Action Items</b> <i>(What actions can be taken to increase enrollment in your program?)</i>	<b>Assessment of Action Items</b> <i>(How will you assess the results of action items?)</i>
1	Revamp and provide updated media and video resources in OST 247 and OST 248 that coincides with the updated 2021 Coding Manuals.	Will use the end-of-the-semester Retention spreadsheets provided to us by the department's administrative assistant to assess the number of successful students retained in OST 247 and OST248.



**Outcome #2: Retention**

**Baseline:** 57.5 % (Average of last three years – 2018-19; 2019-20; 2020-21; program retention)  
**Standard:** 58.5 %  
**Target:** 59.5 %

Year	Program Retention Rate
2018-2019	52.9%
2019-2020	57.5%
2020-2021	62.1%

**Retention by Ethnicity, Gender, and Age**

Ethnicity & Gender	Fall 2018 to Fall 2019		Fall 2019 to Fall 2020		Fall 2020 to Fall 2021	
	N	%	N	%	N	%
African American, Female	24	32.4%	21	34.4%	22	30.6%
American Indian/Alaskan Native, Female	1	1.4%	2	3.3%	1	1.4%
Asian, Female	2	2.7%	1	1.6%	1	1.4%
Caucasian, Female	33	44.6%	22	36.1%	32	44.4%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	10	13.5%	13	21.3%	16	22.2%
Two or More Races, Female	0	0.0%	1	1.6%	0	0.0%
Unknown, Female	3	4.1%	0	0.0%	0	0.0%
<b>Female Total</b>	<b>73</b>	<b>98.6%</b>	<b>60</b>	<b>98.4%</b>	<b>72</b>	<b>100.0%</b>
African American, Male	1	1.4%	1	1.6%	0	0.0%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
<b>Male Total</b>	<b>1</b>	<b>1.4%</b>	<b>1</b>	<b>1.6%</b>	<b>0</b>	<b>0.0%</b>
<b>Total</b>	<b>74</b>	<b>100.0%</b>	<b>61</b>	<b>100.0%</b>	<b>72</b>	<b>100.0%</b>

Ethnicity & Age Range	Fall 2018 to Fall 2019		Fall 2019 to Fall 2020		Fall 2020 to Fall 2021	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
<b>Under the age of 18 Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
African American, 18-24	5	6.8%	4	6.6%	6	8.3%
American Indian/Alaskan Native, 18-24	0	0.0%	1	1.6%	1	1.4%
Asian, 18-24	1	1.4%	1	1.6%	1	1.4%
Caucasian, 18-24	9	12.2%	3	4.9%	10	13.9%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	4	5.4%	5	8.2%	8	11.1%
Two or More Races, 18-24	0	0.0%	1	1.6%	0	0.0%
Unknown, 18-24	1	1.4%	0	0.0%	0	0.0%
<b>18-24 Total</b>	<b>20</b>	<b>27.0%</b>	<b>15</b>	<b>24.6%</b>	<b>26</b>	<b>36.1%</b>
African American, 25-44	16	21.6%	12	19.7%	10	13.9%
American Indian/Alaskan Native, 25-44	1	1.4%	1	1.6%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	14	18.9%	17	27.9%	20	27.8%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	6	8.1%	8	13.1%	8	11.1%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	2	2.7%	0	0.0%	0	0.0%
<b>25-44 Total</b>	<b>39</b>	<b>52.7%</b>	<b>38</b>	<b>62.3%</b>	<b>38</b>	<b>52.8%</b>
African American, 45-64	4	5.4%	6	9.8%	6	8.3%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	1	1.4%	0	0.0%	0	0.0%
Caucasian, 45-64	10	13.5%	2	3.3%	2	2.8%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
<b>45-64 Total</b>	<b>15</b>	<b>20.3%</b>	<b>8</b>	<b>13.1%</b>	<b>8</b>	<b>11.1%</b>
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
<b>65+ Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
<b>Total</b>	<b>74</b>	<b>100.0%</b>	<b>61</b>	<b>100.0%</b>	<b>72</b>	<b>100.0%</b>

**Provide narrative for analysis of program retention data.** *(Based on the data, provide a narrative of your analysis of retention. Indicate factors that may have affected your retention. State any changes you plan to make to improve retention.)*

Based on the data above, most of the retained students in the Medical Office Administration program are females. In 2018-2019 the largest age group retained in the Medical Office Administration program was African American females aged 25-44. This declined in both 2019-2020 and 2020-2021 when the largest retained population changed to Caucasian females in the 25-44 age group. One male (African American) was retained for the years 2018-2019 and 2019-2020; however, there were no men retained in 2020-2021.

The Medical Office Administration program retention rate has been increasing steadily over the last three years. Many factors can affect retention. The program faculty have been using Aviso consistently to inform students if they are not progressing well in a course due to low grades or attendance issues so the student can improve. Faculty also use Aviso for registration reminders. During registration, instructors contact each advisee to improve the likelihood the student will return the next semester.

Covid restrictions have been lifted quite a bit and faculty are now able to meet with their students in person as needed. This has allowed students and instructors to create a rapport which increases student retention.

#### **Identify Retention Action Items**

<b>Item</b>	<b>Action Items</b> <i>(What actions can be taken to increase program retention?)</i>	<b>Assessment of Action Items</b> <i>(How will you assess the results of action items?)</i>
1	Revamp and provide updated media and video resources in OST 247 and OST 248 that coincides with the updated 2021 Coding Manuals.	Will use the end-of-the-semester Retention spreadsheets provided to us by the department's administrative assistant to assess the number of successful students retained in OST 247 and OST248.

**Outcome #3: Completers (unduplicated) (Degree level, highest level of attainment)****Baseline:** 60 # (Average of total completers for the last three years – 2019-20; 2020-21; 2021-22)**Standard:** 61 #**Target:** 62 #

<b>Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring</b>	
<b>Graduation Year</b>	<b>Total Completers</b>
2019-2020	53
2020-2021	58
2021-2022	69

**Completers by Ethnicity, Gender, and Age**

Ethnicity & Gender	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Female	16	30.2%	20	34.5%	13	18.8%
American Indian/Alaskan Native, Female	1	1.9%	0	0.0%	0	0.0%
Asian, Female	1	1.9%	1	1.7%	1	1.4%
Caucasian, Female	24	45.3%	25	43.1%	42	60.9%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	9	17.0%	12	20.7%	13	18.8%
Two or More Races, Female	1	1.9%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
<b>Female Total</b>	<b>52</b>	<b>98.1%</b>	<b>58</b>	<b>100.0%</b>	<b>69</b>	<b>100.0%</b>
African American, Male	1	1.9%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
<b>Male Total</b>	<b>1</b>	<b>1.9%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
<b>Total</b>	<b>53</b>	<b>100.0%</b>	<b>58</b>	<b>100.0%</b>	<b>69</b>	<b>100.0%</b>

Ethnicity & Age Range Table	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
<b>Under the age of 18 Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
African American, 18-24	2	3.8%	4	6.9%	4	5.8%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	1	1.9%	1	1.7%	1	1.4%
Caucasian, 18-24	5	9.4%	7	12.1%	14	20.3%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	4	7.5%	5	8.6%	5	7.2%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
<b>18-24 Total</b>	<b>12</b>	<b>22.6%</b>	<b>17</b>	<b>29.3%</b>	<b>24</b>	<b>34.8%</b>
African American, 25-44	11	20.8%	8	13.8%	5	7.2%
American Indian/Alaskan Native, 25-44	1	1.9%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	16	30.2%	16	27.6%	22	31.9%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	5	9.4%	7	12.1%	8	11.6%
Two or More Races, 25-44	1	1.9%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
<b>25-44 Total</b>	<b>34</b>	<b>64.2%</b>	<b>31</b>	<b>53.4%</b>	<b>35</b>	<b>50.7%</b>
African American, 45-64	4	7.5%	8	13.8%	4	5.8%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	3	5.7%	2	3.4%	6	8.7%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
<b>45-64 Total</b>	<b>7</b>	<b>13.2%</b>	<b>10</b>	<b>17.2%</b>	<b>10</b>	<b>14.5%</b>
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
<b>65+ Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
<b>Total</b>	<b>53</b>	<b>100.0%</b>	<b>58</b>	<b>100.0%</b>	<b>69</b>	<b>100.0%</b>

**Provide narrative for analysis of completers.** *(Based on the data, provide a narrative of your analysis of completions. Indicate factors that may have affected your completions. How might you increase the number of completers in your program?)*

Based on the data provided in the chart above, the number of completers increased each academic calendar year. In 2019-2020, the MOA program successfully graduated 53 students. In 2020-2021, the MOA program increased by graduating 58 students. Lastly, in 2021-2022 the MOA program recorded 69 completers. Caucasian and African American Females recorded the highest percentage in completers for all three academic years. Hispanic and Latino female students ranked the next highest in completing the MOA program. There is a trend of 0 (zero) or exceptionally small number of students who are males in the MOA program. Caucasian and African American females who were in the age group of 25-44 ranked the highest in completers for all three years, along with the same ethnic group by ranging from 18-24 coming in behind them.

Factors that may have affected the MOA completers would be the shift in the pandemic of COVID-19. More students have sought out college courses amid the campus opening back up more freely and students feeling safe.

The MOA department continues to avidly recruit, advise, and mentor current students, thus helping increase the number of completers in the program. Offering a variety of courses on different days, hybrid, and online has accommodated students to successfully complete the program.

#### **Identify Completer Action Items**

<b>Item</b>	<b>Action Items</b> <i>(What actions can be taken to increase student completion in your program?)</i>	<b>Assessment of Action Items</b> <i>(How will you assess the results of action items?)</i>
1	Revamp and provide updated media and video resources in OST 247 and OST 248 that coincides with the updated 2021 Coding Manuals.	Will use the end-of-the-semester Retention spreadsheets provided to us by the department's administrative assistant to assess the number of successful completers in OST 247 and OST 248.

### Section 3: Other Assessments

**Do you use other methods of assessment to evaluate the effectiveness of your program, to include surveys, self-assessments, student licensure/certification, or third-party credentials?. If so, please explain how information collected from the(se) assessments can be used to improve the program.)**

Instructor Heather Evans has surveyed the students in the OST 247 Procedure Coding, OST 248 Diagnostic Coding, and OST 249 Medical Certification Prep. courses to ask if having free access to all the coding manuals helps them in completing their educational goals. The response rate is always high.

Instructor Leigh Heath administers the Microsoft Office Specialists certification exam each semester to give students the opportunity to earn credentials in Microsoft Word and/or Microsoft Excel.

#### Planning Objectives (2019-20; 2020-21; 2021-22 – Fiscal Year, July 1-June 30)

Provide a summary of planning objectives submitted for the last three years, including the use of results of the planning objectives in the table provided.

#### Summary of Planning Objectives

Planning Year (Fiscal Year – July 1-June 30)	Objective(s) Submitted	Use of Results
2019-20	No planning objectives submitted.	Not applicable.
2020-21	Medical Office Administration - (1) 20 2021 AMA CPT Professional Coding Manuals; (2) 20 2021 ICD-10-CM Expert for Physicians 2021 Coding Manuals; (3) 20 2021 HCPCS Coding Manuals (Bundled together as an Exam Bundle)	The coding manuals were received after the Fall 2020 semester had started. Therefore, these manuals will be used by students beginning Spring 2021. The only exception was that the HCPC manuals were not used in Spring 2021 because they were not received until after the semester had started. The ICD and CPT manuals were used. Carry forward to the 2021-22 Plan to report assessment. <u>2021-22 Status Report</u> : Students are currently using all coding manuals for OST 247, OST 248, and OST 249. Having these manuals for students to check out and use each semester helps them both financially and helps to prepare them for the CPC exam and/or for a medical career. <u>2021-22 Use of Results / Assessment</u> : Students are benefiting financially using all coding manuals. When surveyed, 90.91 percent of the students in these three classes responded that having access to the coding manuals did help prepare them for the CPC exam and/or prepare them for a medical career and that having access to the free coding manuals did benefit them financially.
2021-22	No planning objectives submitted.	Not applicable.

**What planning objectives (equipment, supplies, software, etc.) do you anticipate needing over the next three years? Justify the need.**

The Medical and Office Administration Department submitted a planning objective to order the following with a target date of Fall 2023:

Medical Office Administration - (1) 20 2023 AMA CPT Professional Coding Manuals; (2) 20 2023 ICD-10-CM Expert for Physicians 2023 Coding Manuals; (3) 20 2023 HCPCS Coding Manuals (Bundled together as an Exam Bundle)

The need for these updated coding manuals is as follows:

Students will have access to the current medical coding manuals to complete hands-on coding assignments during class and/or lab sessions (approximately 100 students). The high cost of these manuals is often a barrier to student enrollment in the medical coding courses; however, the manuals are required for students to learn the most current coding systems healthcare providers are federally mandated to use. Students will still be required to purchase a textbook but providing access to the coding manuals will significantly reduce the cost of the course materials needed.

**What positions (faculty and/or staff) do you anticipate needing over the next three years? Justify the need.**

The Medical and Office Administration Department does not need any additional faculty currently.

**Provide narrative for your program facility needs over the next three years. If facilities are adequate, please confirm.**

All seated and hybrid classes are taught in the Spruce Building on the main campus of Wayne Community College. The main classrooms used are Spruce 112, 114, and 214. Presently, the facility is adequate to meet the needs of students and faculty within the Medical Office Administration program. All classrooms in the Spruce Building are equipped with wireless Internet access, digital projectors, and instructor stations to provide opportunities for enhanced class presentations. The MOA instructors have access to laptop carts as well to use in their classrooms if needed.

**Provide narrative for academic / student support services needs over the next three years. (Are services adequate for your program/service?)**

There are several academic and student support services available to all WCC MOA students each semester. The college provides resources including: The Library, Tutorial Services, and the Academic Skills Center. When necessary, the MOA faculty provide office hours and appointments for one-on-one instruction and tutoring. In addition, the Spruce Building houses the Business and Accounting Lab for tutoring students. MOA students have used the lab for assistance and laptop access for testing.



**Provide narrative for analysis of the program's / discipline's strengths, weaknesses, and opportunities.****Strengths**

The Medical Office Administration Program is supported by the college with excellent facilities and continued funding. Both full- and part-time faculty are experienced and committed to student success. To meet the needs of the students, courses are offered as follows: blended, hybrid, and online. At times, students begin their education at Wayne Community College with the goal of just wanting to take a few classes to obtain skills to enable them to gain employment as soon as possible. To further assist students in achieving this goal, in fall 2019 an additional certificate was started: Medical Office Administration/Dental Office Certificate. All the certificates in the Medical and Office Administration Department can also be used as a Career and College Promise (CCP) pathway.

UNC Health Care acquired Wayne Memorial Hospital in Wayne County, Goldsboro, NC, and it is now called Wayne UNC Health Care. During the summer 2021, hospital administration discussed with administration at Wayne Community College that Wayne UNC Health Care would be hiring many medical scribe employees and expressed their interest in partnering with us to hire our Medical Office Administration/Medical Scribe Certificate graduates. To assist UNC Health Care in hiring trained individuals, the Medical and Office Administration Department at Wayne Community College had previously developed a Medical Office Administration/Medical Scribe Certificate that was implemented beginning fall 2018. Courses in this certificate educate and train students to be work-ready in these scribe positions. There were 18 graduates from this program in spring 2019, 4 graduates in summer 2019, 8 students in fall 2019, 3 graduates in spring 2020, 1 graduate in summer 2020. 6 graduates in spring 2021, 12 graduates in summer 2021, 4 graduates in fall 2021, and 10 graduates in spring 2022.

Sometimes workers who are currently employed in medical offices choose to return to Wayne Community College to update their skills in medical coding, billing, and insurance; and at times, they take OST 249 Medical Coding Certification Prep, which is the course, that prepares students to take the national CPC (Certified Professional Coder) exam to become a certified coder. The American Academy of Professional Coders (AAPC) currently administers this exam. The Certified Professional Coder (CPC) certification is not required in the Medical and Office Administration programs; however, students are highly encouraged to seek this certification to enhance their employability. MOA Instructor Heather Evans is currently working towards taking the exam to be CPC-i certified which would enable her to be a certified instructor. This would allow her to teach the AAPC curriculum as well as administer the national certification exam.

Each year since 2017, the Medical and Office Administration Department has purchased 500 MOS certification vouchers for the students to have the opportunity to achieve certification in Microsoft software applications. Students have been taking advantage of this opportunity to increase their success in obtaining employment upon graduation.

To assist graduates with finding employment, an in-house database is maintained to gather current contact information, such as address, telephone number(s), and current personal e-mail address. When a job opportunity is presented to us, the faculty uses this contact information to contact graduates and provide them with this employment information. When graduates are hired, the faculty notes that in the database to keep up with graduates employed. Through the years faculty in the department has worked closely with local businesses to assist students in gaining work experience, and some of these students achieve college credit for work-based learning classes (WBL 110, WBL 111, WBL 112, and WBL 121). Some of these employment positions have been paid positions, internships, and some have been volunteer, which has provided students with valuable employment experience they could add to their resumes when searching for further employment after graduation. The MOA department has had several local employers hire some of the MOA graduates and the employers have had such good comments to share with us about them. After hiring one graduate, one employer said that the graduate/employee was so good that the employer wished that she had 12 more just like her. She then hired another graduate. Another employer commented that they knew that they had won "big" when they

hired this graduate. They talked about what a hard worker that she was in their office and that they were so pleased that she was working with their office. Yet another employer spoke so highly of a graduate that she hired and said what an excellent work ethic the employee had and that she was thrilled to have her working with her company. This makes the MOA department feel that the MOA students are receiving the training and skills they need to be successful in the workplace.

In the latter spring 2019 as another way to advertise and recruit students in the Medical and Office Administration programs, Christy Culbreth, a former MOA faculty member, requested permission for us to use a vacant building in downtown Goldsboro (Center Street). Because this building is on the corner, there were two windows (one on each corner). Christy, along with the help of a student who had experience in retail, met and designed a movie-type theme with “Coming Attractions” décor. They worked with WCC’s Media Department to get these materials designed and printed. Christy, the student, and the department chair decorated these two windows. It was an attractive design; and because the windows had lights, the advertisement was even more visible in the evening. The WCC Media Department submitted pictures of this window display and won the Bronze Paragon Award in the Advertising – Interior Signage/Display Category. This honor was awarded to WCC by the NCMPR (National Council for Marketing and Public Relations).

An additional strength of the Medical Office Administration Program is the credentials some of the full-time faculty have achieved. For example: Haleigh Wilhide, a full-time Medical and Office Administration faculty member, recently received an additional bachelor’s degree. In May 2020, she graduated from Ohio State University with a Bachelor of Science in Health and Rehabilitation Sciences. Haleigh was also commissioned in January 2016 in the United States Air Force as a Health Services Administrator. This provides her with the knowledge and ability to teach the administrative material, and it provides her with real-world experiences of the clinical side.

One final strength of the program, as stated above, there are Career and College (CCP) pathways offered for every certificate in the MOA Department. To help high school seniors take these classes during the summer semester, the department schedules these classes to begin after the public school year has ended and the seniors have graduated.

### **Weaknesses**

Lower enrollment has been an area of concern in the past several years. This decline in enrollment can be contributed in some part to the economy. The department has noticed over the years that when unemployment numbers are lower, the enrollment numbers show a decline. For individuals who need employment this is a positive fact since more people can obtain jobs. The MOA faculty have worked together to strategize and work diligently by participating in all possible recruitment opportunities to increase enrollment. Before COVID-19, some recruitment efforts have included helping serve and advertise the programs at various community events such as the Mount Olive Pickle Festival, Daffodil Festival, Beak Week/Pig-in-the-Park, Wayne County Agricultural Fair, Wayne County Public School’s Middle and High School Career Fairs, STEM Fairs, Wayne Community College’s annual Career and College Promise (CCP) Showcase and Discover Wayne. The department has met annually on WCC’s campus with high school students to introduce them to the programs. At these events, tables are set up with items that include marketing materials that include a description of the programs, skills that are needed, a list of places of employment, an estimation of salary, and contact information. In the past, several of the department’s faculty have also met and spoken with Wayne Early Middle College High School students (WEMCHS) as well as Adult High School/GED students to provide them with information about the programs. Just before COVID-19, the department chair contacted the Wayne County Public Library about putting marketing flyers there to advertise the programs, and the department chair restocks these flyers each month.

