

Wayne Community College Program Review – 2024-2025

Name of Program: Medical Assisting

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 faculty of the Medical Assisting department is committed to the mission and goals of Wayne Community College and to promoting excellence within the profession by educating students at the associate degree level to competently perform as a multi-skilled medical assistant who may acquire certification and become a member of the AAMA/AMT, and commit to continuing education opportunities.

The Medical Assisting Curriculum prepares multi-skilled health care professionals qualified to perform administrative, clinical, and laboratory procedures.

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

No update needed

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.

- 1) **Increase Student Access:** Develop policies and practices that provide increased opportunities and remove barriers for all students to enter into and successfully proceed through training programs or post-secondary education.
- 2) **Ensure Program Excellence:** Develop and implement effective training and academic opportunities responsive to the needs of our community and industry partners.
- 3) **Improve Student Success: Prepare** students to thrive in today's global economy by increasing the number of students leaving with workforce ready credentials, skills, and/or university transfer pathways.
- 4) **Ensure Institutional Quality:** Engage in organized, strategic, and data-informed planning to continually improve relevance and quality in all college administrative, students, and support services to ensure that the college's vision, mission and goals will be achieved.

The institutional goals that best align with the Medical Assisting program's mission are Goal 1: Improve Student Success and Goal 2: Ensure Program Excellence. By educating Medical Assisting students to competently perform as multi-skilled healthcare professionals who are prepared to obtain certification and secure employment soon after graduation, the program directly supports student success. Additionally, program excellence is maintained and demonstrated by consistently meeting or exceeding the thresholds established by the program's accrediting body, the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

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
Certificate	Medical Assisting Certificate C45400
Associates	Medical Assisting A45400

Activities to ensure program is current (2022-23; 2023-24; 2024-25 – Academic Year, Fall, Spring, Summer)
List program curriculum changes, revisions, and/or deletions.

Curriculum Changes	Date – Updated / Revised / Deleted
No changes-AAS A45400	
Certificate C45400	8/23 MED-110-Deleted MED-118 Deleted and replaced with OST-149

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?)

There were no significant changes made to the AAS program. The program updated the material in the individual classes to align with the 2022 accreditation standards. The transition to the new curriculum was completed in fall of 2023. No courses changed just some revision of content. The only curriculum course changes that occurred during this cycle were program changes for the certificate program that occurred due to changes with CCP program within the public school system. Their funding only allowed for classes that are 3 or more semester hours.

Advisory Committee: dates, summary of minutes, activities (2022-23; 2023-24; 2024-25 – Academic Year – Fall, Spring, Summer)

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2022-2023	04/18/23	The Program Director reviewed current program enrollment, the MAERB annual report, and the new accreditation standards and competencies. Committee members expressed support for the new competencies. A discussion was held regarding meeting format preferences; members favored returning to face-to-face meetings while maintaining an online option for flexibility. A follow-up survey was sent to members who were unable to attend to gather additional feedback.
2023-2024	4/15/24	The Program Director reviewed current program enrollment, the MAERB annual report, and the new accreditation standards and competencies. She reported that all new standards have been successfully implemented

		and are progressing well. The self-study process is currently underway, with the report more than halfway complete and on track for submission by the December deadline. It was determined that future meetings will return to an in-person format , with a virtual option available for those unable to attend. Several committee members discussed general challenges with applicants failing to appear for scheduled interviews but emphasized that this issue does not involve students from the WCC Medical Assisting program. Members expressed strong praise for the MA students, noting their professionalism, communication skills, and positive engagement with clinical sites.
2024-2025	3/18/25	The Program Director reviewed current program enrollment, the MAERB annual report, program goals, the submission of the self-study report, and the upcoming site visit. Some committee members mentioned a few skills that may need additional reinforcement. Overall, the WCC Medical Assisting students are performing very well, but members emphasized the importance of securely holding the finger when performing capillary punctures. Margie brought up the topic of artificial intelligence (AI) in healthcare, and one of the student members shared insight about seeing AI used in a local medical office.

(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?)*

The Medical Assisting program continuously evaluates and updates its curriculum to ensure alignment with current industry needs and evolving healthcare practices. Program outcomes emphasize the development of both technical proficiency and essential soft skills, including professionalism, communication, teamwork, and critical thinking. Curriculum revisions have incorporated new competencies identified by MAERB and CAAHEP, reflecting current standards in electronic health records (EHR) management, telehealth procedures, and patient-centered care.

In response to the growing use of technology and artificial intelligence (AI) in healthcare, students are introduced to emerging tools and applications used in clinical settings, preparing them to adapt to modern workflows. Advisory committee feedback, employer input, and graduate surveys are consistently reviewed to guide curriculum improvements, ensuring graduates are workforce-ready and able to meet the expectations of today's healthcare employers. Through these efforts, the program demonstrates its ongoing commitment to maintaining excellence and relevance in the rapidly changing healthcare environment.

Section 2: Program Outcomes

Outcome #1: Enrollment (*unduplicated*)

Baseline: 33 # (*Average of total enrollment for the last three years – 2021-22; 2022-23; 2023-24*)

Standard: 35 #

Target: 40 #

Program Enrollment

Program Enrollment (<i>unduplicated</i>)	
Academic Year (Fall, Spring, Summer)	Enrollment
2021-2022	28
2022-2023	34
2023-2024	38

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Female	10	35.7%	8	23.5%	9	23.7%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	1	2.6%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	13	46.4%	9	26.5%	10	26.3%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	5	17.9%	13	38.2%	17	44.7%
Two or More Races, Female	0	0.0%	1	2.9%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	28	100.0%	31	91.2%	37	97.4%
African American, Male	0	0.0%	2	5.9%	1	2.6%
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%	1	2.9%	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%
Male Total	0	0.0%	3	8.8%	1	2.6%
Total	28	100.0%	34	100.0%	38	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	1	2.9%	3	7.9%
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%	2	5.3%
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%	1	2.9%	3	7.9%
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%
Under the age of 18 Total	0	0.0%	2	5.9%	8	21.1%
African American, 18-24	4	14.3%	7	20.6%	4	10.5%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	8	23.5%	0	0.0%
Caucasian, 18-24	7	25.0%	0	0.0%	4	10.5%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	10	29.4%	0	0.0%
Hispanic/Latino, 18-24	3	10.7%	1	2.9%	13	34.2%
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%
18-24 Total	14	50.0%	26	76.5%	21	55.3%
African American, 25-44	5	17.9%	2	5.9%	3	7.9%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	1	2.6%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	6	21.4%	2	5.9%	3	7.9%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	2	7.1%	2	5.9%	1	2.6%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	13	46.4%	6	17.6%	8	21.1%
African American, 45-64	1	3.6%	0	0.0%	0	0.0%
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	0	0.0%	0	0.0%	1	2.6%
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%
45-64 Total	1	3.6%	0	0.0%	1	2.6%
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%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	28	100.0%	34	100.0%	38	100.0%

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.)*

Enrollment in the Medical Assisting program has shown steady growth over the past three years, reflecting the increasing demand for skilled healthcare professionals. This upward trend demonstrates continued student interest and confidence in the program’s ability to prepare graduates for success in the medical field. The program director actively participates in recruitment activities hosted by the college and division.

2025-2026 Action Items:

Item	Action Items <i>(What actions can be taken to increase enrollment in your program?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Continue to be active in all college and division recruitment events	Keep a log of all recruitment events

Outcome #2: Retention**Baseline:** 65.9 % *(Average of last three years – 2021-22; 2022-23; 2023-24; program retention)***Standard:** 66.9 %**Target:** 67.9 %

Year	Program Retention Rate
Fall 2021 to Fall 2022	64.0%
Fall 2022 to Fall 2023	73.1%
Fall 2023 to Fall 2024	60.7%

Retention by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	Fall 2021 to Fall 2022		Fall 2022 to Fall 2023		Fall 2023 to Fall 2024	
	N	%	N	%	N	%
African American, Female	7	43.8%	3	15.8%	2	11.8%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	1	5.9%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	6	37.5%	7	36.8%	5	29.4%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	3	18.8%	9	47.4%	9	52.9%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	16	100.0%	19	100.0%	17	100.0%
African American, Male	0	0.0%	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%
Male Total	0	0.0%	0	0.0%	0	0.0%
Total	16	100.0%	19	100.0%	17	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	Fall 2021 to Fall 2022		Fall 2022 to Fall 2023		Fall 2023 to Fall 2024	
	N	%	N	%	N	%
African American, Under the age of 18	1	6.3%	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%
Under the age of 18 Total	1	6.3%	0	0.0%	0	0.0%
African American, 18-24	3	18.8%	2	10.5%	2	11.8%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	4	25.0%	5	26.3%	2	11.8%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	1	6.3%	7	36.8%	8	47.1%
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%
18-24 Total	8	50.0%	14	73.7%	12	70.6%
African American, 25-44	3	18.8%	1	5.3%	1	5.9%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	3	17.6%
Asian, 25-44	0	0.0%	0	0.0%	1	5.9%
Caucasian, 25-44	2	12.5%	2	10.5%	0	0.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	2	12.5%	2	10.5%	0	0.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	7	43.8%	5	26.3%	5	29.4%
African American, 45-64	0	0.0%	0	0.0%	0	0.0%
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	0	0.0%	0	0.0%	0	0.0%
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%
45-64 Total	0	0.0%	0	0.0%	0	0.0%
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%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	16	100.0%	19	100.0%	17	100.0%

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.)*

Retention rates for the Medical Assisting program have consistently exceeded the 60% benchmark required by the Medical Assisting Education Review Board (MAERB). This continued success reflects the program’s commitment to student support, academic quality, and career preparation. However, some factors that influence retention include financial obligations and the inability of some students to qualify for financial assistance. These financial challenges can impact a student’s ability to persist through program completion. The program continues to work closely with institutional support services to connect students with available resources, encourage early intervention, and promote strategies that foster persistence and success.

2025-2026 Action Items:

Item	Action Items <i>(What actions can be taken to increase program retention?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Continue to maintain retention rates in accordance with MAERB standards of 60%.	To internally track the number of admitted students to the program semester to semester. Use the annual report to MAERB to track the data.

Outcome #3: Completers (unduplicated) (Degree level, highest level of attainment)**Baseline:** 9 # (Average of total completers for the last three years – 2022-23; 2023-24; 2024-25)**Standard:** 10 #**Target:** 11 #

Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring	
Graduation Year	Total Completers
2022-2023	6
2023-2024	11
2024-2025	10

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2022-2023		2023-2024		2024-2025	
	N	%	N	%	N	%
African American, Female	1	16.7%	2	18.2%	0	0.0%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	1	10.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	3	50.0%	3	27.3%	3	30.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	1	16.7%	6	54.5%	6	60.0%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	1	16.7%	0	0.0%	0	0.0%
Female Total	6	100.0%	11	100.0%	10	100.0%
African American, Male	0	0.0%	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%
Male Total	0	0.0%	0	0.0%	0	0.0%
Total	6	100.0%	11	100.0%	10	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range Table	2022-2023		2023-2024		2024-2025	
	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%	1	10.0%
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%
Under the age of 18 Total	0	0.0%	0	0.0%	1	10.0%
African American, 18-24	0	0.0%	1	9.1%	0	0.0%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	2	33.3%	2	18.2%	0	0.0%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	1	16.7%	5	45.5%	5	50.0%
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%
18-24 Total	3	50.0%	8	72.7%	5	50.0%
African American, 25-44	1	16.7%	1	9.1%	0	0.0%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	1	10.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	1	16.7%	1	9.1%	2	20.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	1	9.1%	0	0.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	1	16.7%	0	0.0%	0	0.0%
25-44 Total	3	50.0%	3	27.3%	3	30.0%
African American, 45-64	0	0.0%	0	0.0%	0	0.0%
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	0	0.0%	0	0.0%	1	10.0%
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%
45-64 Total	0	0.0%	0	0.0%	1	10.0%
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%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	6	100.0%	11	100.0%	10	100.0%

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?)*

The number of program completers in the Medical Assisting program continues to rise, demonstrating steady progress toward improved student outcomes. One of the primary barriers to completion remains financial hardship, as some students are unable to secure adequate funding to continue their studies. By proactively assisting students in identifying and applying for available scholarships, grants, and financial aid opportunities, the program helps reduce these financial pressures.

In addition, maintaining consistent course schedules allows students to plan their work commitments around their academic responsibilities, supporting persistence and program completion. Through these combined efforts, consistent scheduling, clear communication, and increased access to financial support—the program anticipates continued growth in completion rates and sustained student success.

2025-2026 Action Items:

Item	Action Items <i>(What actions can be taken to increase student completion in your program?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Refer students to the Foundation of Wayne Community College	Internally track the number of students that utilize the foundation for scholarships.

Outcome #4: Budget FTE (Official Budget FTE by Academic Program – Across Budget FTE Semesters Dashboard; all levels)

Baseline: 31.253 # (Average of program budget FTE for the last three years – 2022-23; 2023-24; 2024-25)
Standard: 32 #
Target: 33 #

Budget FTE Year	Budget FTE
2022-2023	26.063
2023-2024	30.727
2024-2025	36.969

All Levels

Provide narrative for analysis of program budget full-time equivalent (BFTF) *(The number of full-time equivalent (FTE) student for which colleges are funded through State funding formulas. An amount of instruction that equates to an annual FTE student; one curriculum FTE equals 512 student hours.) (Based on the data, provide a narrative of your analysis of program budget FTE. Indicate factors that may have affected your budget FTE. How might you increase FTE in your program?)*

The FTE for the Medical Assisting program has shown a steady increase over the past three years. This growth is primarily attributed to a rise in first-time college students entering the program who are also completing additional general education courses. The program’s structure contributes to this trend, as students in their fourth semester are enrolled full-time in Medical Assisting courses as part of their cohort progression.

Because the program operates under a limited admission model, future FTE growth is directly tied to increased enrollment capacity. Continued efforts to recruit qualified applicants, promote the program to prospective students, and support retention will help sustain and potentially expand FTE in alignment with institutional goals and workforce demand.

2025-2026 Action Items:

Item	Action Items (What actions can be taken to increase budget FTE in your program?)	Assessment of Action Items (How will you assess the results of action items?)
1	Increase enrollment by continuing to be active in all college and division recruitment events	Keep a log of all recruitment events

Outcome #5: Career Development (COOP-Final WBL-110 Grade Rosters and WCC’s Final Headcount Datasets)

According to the Office of Institutional Effectiveness, the program did not offer WBL-110 for academic years 2021-2024.

Academic Year	Enrolled	Completed
2021-2022	0	0
2022-2023	0	0
2023-2024	0	0

All Levels

WCC’s Quality Enhancement Plan, addresses career development in Goal 3: “The college will implement integrated career development within their academic programs.”; Action Item #3: “All CTE programs will implement a career development related Program Outcome.”

Provide narrative for analysis of WBL-110 completers and report on how your program can increase or expand the focus on career development. (Based on the data, provide a narrative of your analysis of WBL completions. Indicate factors that may have affected your completions. If your program does not offer WBL-110, explain why not and how you can increase or expand the focus on career development.)

The Medical Assisting program includes a required course titled Medical Clinical Practicum, which serves as a work-based learning experience and functions much like a working interview. During this course, students complete up to 240 total hours over a 15-week semester in an approved clinical site. This structure provides dual benefits: it allows clinical partners to evaluate students’ skills, professionalism, and interaction with patients and staff, while giving students firsthand experience in the daily operations of a medical office and the opportunity to determine if the environment aligns with their career goals.

Throughout the program, students create resumes and participate in mock interviews to strengthen their employability. In addition, the curriculum emphasizes affective competencies that foster essential soft skills such as communication, teamwork, and professionalism—attributes highly valued by employers.

Because the Medical Assisting program integrates these comprehensive work-based learning components within its own structure, there is no need to include the college’s general Work-Based Learning (WBL-110) course. The Medical Clinical Practicum effectively fulfills this requirement by providing students with meaningful, supervised, real-world experiences directly related to their field of study.

2025-2026 Action Items:

Item	Action Items (What actions can be taken to increase or expand the focus on career development. i.e. presentations in classes; development of professional development modules; or other ways the program can implement the focus in their programs.)	Assessment of Action Items (How will you assess the results of action items?)
1	MED 260 Medical Clinical Practicum	The practicum site evaluation of student
2	MED 230 administrative office procedure 3	Resume writing assignment/ interview skills assignment

Section 3: Other Assessments

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

The Medical Assisting Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The program recently completed a comprehensive review and received reaccreditation with no citations, demonstrating full compliance with all established standards. The official letter of reaccreditation confirms that the next site visit is scheduled for Fall 2034.

The Program Director submits an annual report to the Medical Assisting Education Review Board (MAERB) each year to ensure ongoing compliance and quality assurance. If a program does not meet established thresholds, an action plan is required to address areas of concern. The Medical Assisting program at WCC consistently meets or exceeds all MAERB thresholds, with no additional reports or corrective actions required. This continued success reflects the program’s commitment to maintaining the highest standards of academic and professional excellence.

Planning Objectives (2022-23; 2024-25 – Fiscal Year, July 1-June 30)

Provide a summary of planning objectives submitted for the last two planning cycles, 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
2022-23	1. Peripheral Intravenous Catheterization Arms (6) 2. Siemens Healthineers clinitek Status+ analyzer (3)	1. Medical assisting students were able to utilize these in the Fall 2022, summer 2023 and fall 2023. The students feedback for the new IV arms was all positive. All students were able to be checked off successfully on the venipuncture skill that is required by CAAHEP/MAERB. Not only have the medical assisting students enjoyed these IV arms but the two nursing programs have also utilized them for their skills. The arms have been a great addition and helped to replace old venipuncture arms that were leaking and not in the best condition. 2. Students were able to utilize these new machines in MED 250 in the fall semester 2022 and 2023. All student feedback was positive and it allowed the students to be checked off on skill that are required by CAAHEP/MAERB. The new analyzers have been a great addition to the medical assisting program. With the addition of the new analyzers the medical assisting program has been able to utilize more than one machine at a time allowing for better flow of the lab since students are not

		waiting on the machine to open up before completing the lab.
2024-25	ECG Interpretive CP 150 with Spirometry and Transducer, Disp FLO CPWS-5 F/CP 150 Sprmtr	Machine was purchased 11/24 and received in January 2025. Medical assisting was not able to utilize this in the lab during the fall semester. The first time it will be put to use will be in the Fall of 2025. The students will evaluate the equipment at that time. Carry forward to report assessment in the 2025-26 Plan.

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

Item	Cost	Quantity desired	Supplier	Reason/Justification
Benchtop Centrifuge Variable Speed Centrifuge McKesson 12 Place Horizontal Rotor Variable speed 500- 3,500 RPM	881.33 (total with Tax)	1	Mckesson	Additional one to help with flow of lab (have 1)
Microscope McKesson LUMEON™ Compound Microscope Binocular Head 4X, 10X, 40X and 100X (Oil) Objectives	2629.76 (total with tax)	3	Mckesson	Additional inventory would help lab flow smoother (only have 2)
Exam Table Base Ritter® 204 Model 33 Inch Height Fixed Height Upholstered Top Ritter® 204 Soothing Blue For 204 Examination Table	2169.43 671.61 Total 3032.81 with tax	1	Mckesson	Additional inventory with help lab flow
Audiometer Welch Allyn compact audiometer AM 282	2479.45 (with Tax no shipping)	1	Mckesson	Additional one to help with flow of lab (have 1)
Suture arms Arm Model Life/form® Suture Practice Arm Model	323.12 a piece 689.86 total for 2 with tax	2	Mckesson	Additional ones to help with flow of lab (have 2)

Blood Drawing Chair McKesson 1 Fixed Armrest, 1 Flip Up Armrest Blue	895.73 a piece 1912.38 Total for 2 and tax	2	Mckesson	Replace the old chairs
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What positions (faculty and/or staff) do you anticipate needing over the next three years? Justify the need.

In Spring 2015, an adjunct instructor was added to assist with the increasing instructional workload in the Medical Assisting program. While this addition has provided valuable support, it would be highly beneficial for the program if this position could be converted to a full-time faculty role. Doing so would allow the Program Director to devote more time to essential administrative responsibilities, including oversight of accreditation compliance, curriculum review, and program improvement initiatives.

Expanding full-time faculty would also strengthen the program's ability to engage in student recruitment, advising, and retention efforts, contributing directly to continued program growth. Having an additional full-time instructor on campus would provide students with an additional point of contact for guidance, support, and mentorship, further enhancing the student experience.

With enrollment steadily increasing, the need for an additional faculty member has become more pressing. The current Program Director, who also serves as the program's only full-time faculty member, would face challenges in safely monitoring labs and providing individualized attention to all students as class sizes grow. Adding another full-time instructor would ensure student safety in laboratory settings, maintain high-quality instruction, and preserve the personalized support and advising that are hallmarks of the Medical Assisting program.

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

The current classroom and laboratory space for the Medical Assisting program is adequate to meet the needs of students and faculty currently. However, as program enrollment continues to grow, the need for additional instructional and laboratory space will become increasingly important.

Faculty have expressed a strong interest in developing a dedicated clinical simulation area designed to replicate a physician's office setting. Such a space would provide students with a realistic environment in which to practice clinical and administrative procedures, better preparing them for the workplace. This type of setting would also allow for greater privacy and authenticity during laboratory activities and examination room simulations, thereby enhancing both the educational experience and the professional readiness of students.

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

The academic and student support services at the college effectively meet the needs of students in the Medical Assisting program. Students have access to a variety of resources, including academic advising, tutoring, counseling, library services, and career support, which contribute to their overall success.

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

The Medical Assisting program has numerous strengths that contribute to its continued success and reputation for excellence. The Program Director was recognized by the recent CAAHEP site survey team as one of the program's greatest strengths, reflecting exceptional leadership and dedication. Student evaluations of faculty are consistently outstanding, and students report that the technology and resources available in the department effectively support their learning.

The program maintains strong workforce connections, which have proven instrumental in helping graduates secure employment after graduation. The Medical Assisting program also consistently meets or exceeds all CAAHEP and MAERB thresholds, as verified through annual reporting. During the reaccreditation visit in April 2025, the site survey team found no deficiencies or formal recommendations, further validating the program's quality.

Another notable strength is the retention rate within the core Medical Assisting courses. Once students enter the program sequence, the majority successfully complete the program and obtain employment in the field. Those who do not enter the workforce immediately often continue their education to pursue advanced degrees in healthcare, demonstrating a strong academic foundation and professional drive.

Weaknesses

Although the most recent site visitors found the current space adequate, faculty believe that the learning environment could be significantly improved by developing a dedicated instructional area designed to replicate a physician's office. A space with separate laboratory and examination rooms would enhance instructional efficiency, provide students with a more realistic simulation of a professional healthcare setting, and strengthen the overall learning experience.

Another area identified for improvement is enrollment. While the program experienced an increase in new students beginning in Fall 2024, continued growth remains a key objective. The program is actively collaborating with Academic Counseling, the Transfer Advising Center, and the Marketing Department to increase awareness and visibility. Efforts include targeted media campaigns, community outreach, and recruitment events to attract students interested in careers within physician offices and outpatient care. These initiatives are expected to further strengthen enrollment and ensure the program's continued success.

Opportunities

Key opportunities for improvement focus on increasing enrollment and expanding program capacity. A consistent rise in student enrollment would support the justification for an additional full-time faculty position, which would enhance instructional quality, strengthen advising, and provide more individualized support for students. Increased enrollment would also help meet the growing demand for qualified medical assistants in the community, ensuring the program continues to provide skilled professionals to local healthcare employers.

Another significant opportunity involves the development of a specialized facility designed to replicate a physician's office setting. This dedicated space would allow students to gain realistic, hands-on experience in an environment that mirrors actual medical offices. The inclusion of separate exam and laboratory areas would enhance the realism of training, promote independent practice, and improve student confidence and competence in clinical procedures. These facility improvements would ultimately strengthen student preparedness, satisfaction, and program excellence.

Review prepared and submitted by: *(Please list name(s) and titles)*
Heather M. Odom

Approvals

- 1. The program/service faculty/staff conducting the Review must notify their appropriate Division Dean, Director, or AVP to let them know their Review is ready for review and feedback.
- 2. The appropriate Division Dean, Director, or AVP is asked to read the Review from the IE SharePoint directory and provide feedback and/or suggested improvements to the faculty/staff conducting the Review.
- 3. Once the Review has been reviewed by the Division Dean, Director, or AVP, it is their responsibility to contact IE to inform them that the Review is ready for IE’s review.
- 4. Using DocuSign (electronic signature), the Office of Institutional Effectiveness (IE) will review and approve the Program/Service Review when completed by the responsible program/service personnel. IE will upload the Review and will send it to the appropriate Division Dean, Director, or AVP, and Vice President/Associate Vice President for their signatures.

IE Acceptance / Date:	<u>Dorothy Moore</u>	<u>11/3/2025</u>
Dean, Director, or AVP / Date:	<u>Janeil Marak</u>	<u>11/3/2025</u>
Administrator Approval / Date:	<u>Dr. Ernie White</u>	<u>11/3/2025</u>