

Wayne Community College Program Review – 2024-2025

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.

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.)*

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.

- 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 mission of the Medical and Office Administration (MOA) Department aligns with the College's vision in that the MOA programs prepare students with quality education and train students to work in the community. The MOA mission aligns with the College's mission in that these programs are not a limited admission program, and therefore, all students can apply and enroll in the programs. The MOA programs share the College's core values and work diligently with students in the programs to ensure that the MOA faculty communicates with students using various methods of communication which include in-person meetings, virtual meetings, email, telephone, and Google texts. The MOA faculty works closely with students and demonstrates compassion for them in numerous ways. For example, there is currently a student in some of the MOA classes that was just in a terrible vehicle accident. The student provided medical documentation and stated that they wanted to remain in the class and would work to catch up with the assignments. The MOA faculty wants this student to be successful and willing to work with the student.

The MOA programs consist of a diverse student population which the faculty values and respects. The MOA faculty sets high standards in the programs 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 and work with students outside of class, when necessary. In MOA classes, at times it is encouraged for students to work together to help one another, especially in team/group 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: Increase Student Access

Each student who applies to enroll into one of the MOA programs is personally called by the department chair.

Goal #2: Ensure Program Excellence-

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: Improve Student Success

The MOA faculty works to retain students in the program and works to help students be successful in completing their goals to become work ready.

Goal #4: Ensure Institutional Quality

MOA faculty work with all Wayne Community College (WCC) faculty, staff, and administration to provide a quality education journey at this institution. As mentioned 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	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
Certificate	Medical Office Administration/Virtual Office Management
Pathway	Medical Office Administration/Medical Insurance

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
Medical Office Administration Degree (A25310)	Fall 2022, Revised
Medical Office Administration Degree (A25310), Medical Office Administration Diploma (D25310MO), Medical Office Administration/Dental Office Certificate (C25310D), Medical Office Administration/Dental Office Certificate Pathway (C25310DX), Medical Office Administration Certificate (C25310MO), and Medical Office Administration Certificate Pathway (C25310X)	Fall 2022, Revised
Medical Office Administration/Medical Scribe Certificate (C25310MS) and Medical Office Administration/Medical Scribe Certificate Pathway (C25310MX)	Fall 2022, Revised
Medical Office Administration Certificate Pathway (C25310X), Medical Office Administration/Dental Office Certificate Pathway (C25310DX), Medical Office Administration/Medical Scribe Certificate Pathway (C25310MX)	Fall 2023, Deleted
Medical Office Administration/Virtual Office Administration Certificate (C25310VO)	Fall 2023, Updated
Medical Office Administration Degree (A25310), Medical Office Administration/Virtual Office Administration Certificate (C25310VO)	Fall 2024, 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 2022, the Medical Office Administration Degree was revised to add MKT 232 Social Media Marketing to better align what was taught in the course and for use in other programs. In doing this, OST 145 Social Media for Office Professional was deleted.

In Fall 2022, OST 184 Records Management was removed as a required course at the state level in the Office Administration (OA) curriculum which affected several of the MOA programs, and the publisher was no longer going to support the text and software effective August 1, 2022. OST 171 Introduction to the Virtual Office replaced OST 184. This revision affected the following programs: Medical Office Administration Degree, Medical Office Administration Diploma, Medical Office Administration/Dental Office Certificate, Medical Office Administration/Dental Office Certificate Pathway, Medical Office Administration Certificate, and Medical Office Administration Certificate Pathway.

In Fall 2022, the MOA Department worked along with UNC Health Wayne Hospital to revise the Medical Office Administration/Medical Scribe Certificate and the Medical Office Administration/Medical Scribe Certificate Pathway to add OST 131 Keyboarding to enable students to be work ready for medical scribe employment. By adding OST 131, it was decided to delete OST 148 Medical Billing and Insurance in order to remain in the required semester hour range of the certificate program.

In Fall 2023, the Medical Office Administration, Medical Office Administration/Medical Scribe, and Medical Office Administration/Dental Office Certificate Pathways were deleted because these certificates required a 2-semester hour course, OST 131 Keyboarding, and this was no longer accepted by the Wayne County Public Schools.

In Fall 2023, the Medical Office Administration/Virtual Office Administration Certificate was added per recommendation from the MOA Advisory Committee.

In Fall 2024, the contact and semester hours in MKT 232 Social Media Marketing were changed from 5 contact hours/4 semester hours to 4 contact hours/3 semester hours due to the realignment of the Business Administration program. This revision affected the following programs: Medical Office Administration Degree and Medical Office Administration/Virtual Office Administration Certificate.

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	10/25/2022	The Medical and Office Administration Advisory Committee agreed with and supported what was presented and discussed at the Advisory Committee meeting. It was discussed and recommended by the committee to offer a virtual office certificate.
2023-2024	10/3/2023	The Medical and Office Administration Advisory Committee agreed with and supported what was presented and discussed at the Advisory Committee meeting and had no other concerns or recommendations.
2024-2025	10/8/2024	The Medical and Office Administration Advisory Committee agreed with and supported what was presented and discussed at the Advisory Committee meeting 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 other than they recommended that we offer a virtual office certificate which started in Fall 2023.

There are different titles given to workers in the Medical Office Administration field including medical records specialist, medical office administrator, medical office receptionist, etc. According to the U.S. Bureau of Labor Statistics, “employment of medical records specialists are projected to grow 7 percent from 2024 to 2034, much faster than the average for all occupations. About 14,200 openings for medical records specialists are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.” See the link below provided by the U.S. Bureau of Labor Statistics (visited September 25, 2025).

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

Some other trends in the industry include employers wanting employees to have the Microsoft certifications such as Microsoft Word and Microsoft Excel. The Medical and Office Administration (MOA) Department has been offering these certification exams for many years; and beginning this Fall 2025, they are now requiring them in the OST 136 Word Processing course. Having the Notary Public credential is also important in the office career field, and the MOA Department works with the Workforce Continuing Education Department to offer the MOA students this opportunity.

Section 2: Program Outcomes

Outcome #1: Enrollment (*unduplicated*)

Baseline: 162 # (*Average of total enrollment for the last three years – 2021-22; 2022-23; 2023-24*)
Standard: 163 #
Target: 164 #

Program Enrollment

Program Enrollment (<i>unduplicated</i>)	
Academic Year (Fall, Spring, Summer)	Enrollment
2021-2022	172
2022-2023	149
2023-2024	164

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Female	51	29.7%	53	35.6%	66	40.2%
American Indian/Alaskan Native, Female	1	0.6%	3	2.0%	1	0.6%
Asian, Female	2	1.2%	1	0.7%	1	0.6%
Caucasian, Female	76	44.2%	51	34.2%	55	33.5%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	36	20.9%	35	23.5%	29	17.7%
Two or More Races, Female	3	1.7%	2	1.3%	4	2.4%
Unknown, Female	1	0.6%	2	1.3%	1	0.6%
Female Total	170	98.8%	147	98.7%	157	95.7%
African American, Male	0	0.0%	1	0.7%	5	3.0%
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	2	1.2%	1	0.7%	2	1.2%
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	2	1.2%	2	1.3%	7	4.3%
Total	172	100.0%	149	100.0%	164	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%	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%	1	0.7%	0	0.0%
Under the age of 18 Total	0	0.0%	1	0.7%	0	0.0%
African American, 18-24	23	13.4%	27	18.1%	32	19.5%
American Indian/Alaskan Native, 18-24	1	0.6%	1	0.7%	1	0.6%
Asian, 18-24	1	0.6%	0	0.0%	0	0.0%
Caucasian, 18-24	31	18.0%	23	15.4%	18	11.0%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	24	14.0%	26	17.4%	22	13.4%
Two or More Races, 18-24	2	1.2%	1	0.7%	3	1.8%
Unknown, 18-24	0	0.0%	1	0.7%	0	0.0%
18-24 Total	82	47.7%	79	53.0%	76	46.3%
African American, 25-44	19	11.0%	21	14.1%	32	19.5%
American Indian/Alaskan Native, 25-44	0	0.0%	1	0.7%	0	0.0%
Asian, 25-44	1	0.6%	0	0.0%	0	0.0%
Caucasian, 25-44	38	22.1%	21	14.1%	28	17.1%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	12	7.0%	8	5.4%	6	3.7%
Two or More Races, 25-44	1	0.6%	1	0.7%	1	0.6%
Unknown, 25-44	1	0.6%	0	0.0%	1	0.6%
25-44 Total	72	41.9%	52	34.9%	68	41.5%
African American, 45-64	9	5.2%	6	4.0%	7	4.3%
American Indian/Alaskan Native, 45-64	0	0.0%	1	0.7%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	9	5.2%	8	5.4%	10	6.1%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	1	0.7%	1	0.6%
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	18	10.5%	16	10.7%	18	11.0%
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%	1	0.6%
Caucasian, 65+	0	0.0%	1	0.7%	1	0.6%
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%	1	0.7%	2	1.2%
Total	172	100.0%	149	100.0%	164	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 Office Administration program peaked in 2021–2022 at 172 students, declined to 149 in 2022–2023, and rebounded to 164 in 2023–2024. Overall, these trends indicate a return to the program’s baseline and target enrollment levels.

The program continues to enroll primarily female students; however, there has been a noticeable increase in male participation. In 2021–2022, both male students were Caucasian. In 2022–2023, the male population included one African American and one Caucasian student. By 2023–2024, male enrollment increased to 7 students, comprising five African American males and two Caucasian males, indicating growing diversity in the male student population.

From 2021–2022 to 2023–2024, enrollment trends by ethnicity and gender in the Medical Office Administration program show both increases and declines among specific groups.

An analysis of enrollment data by ethnicity and age range in the Medical Office Administration program from 2021–2022 through 2023–2024 reveals important trends in student demographics. While total enrollment has remained relatively stable, the composition of students by age and ethnicity has shifted, highlighting areas of growth and opportunities for continued outreach.

The 18–24 age group represents the traditional college aged population and continues to make up a significant portion of program enrollment. Overall enrollment within this group has declined slightly from 82 students in 2021–2022, to 79 in 2022–2023, and back up to 76 in 2023–2024.

Ethnicity Trends:

- **African American students:** Enrollment has steadily increased, rising from 23 in 2021–2022 to 27 in 2022–2023, and 32 in 2023–2024. This growth reflects stronger engagement among younger African American students and successful outreach to local schools and communities.
- **Caucasian students:** Enrollment decreased from 31 in 2021–2022 to 23 in 2022–2023 and 22 in 2023–2024. This trend may indicate a need for targeted recruitment strategies aimed at maintaining participation within this group.
- **Hispanic/Latino students:** Enrollment fluctuated slightly, increasing from 24 in 2021–2022 to 26 in 2022–2023, before decreasing to 22 in 2023–2024. Continued engagement with Hispanic and Latino communities could help strengthen representation in future cohorts.
- **Asian and two or more races:** These students remain a smaller portion of this age range, maintaining a minority presence across all three years.

Although the overall number of students aged 18–24 has declined slightly, the consistent increase in African American student enrollment is a positive indicator of growing diversity and successful community engagement. The 25–44 age group represents nontraditional and adult learners seeking career advancement or new opportunities in healthcare administration. This segment has experienced meaningful growth, particularly among African American students, reflecting expanding access and interest among working adults.

Ethnicity Trends:

- **African American students:** Enrollment grew from 19 in 2021–2022 to 21 in 2022–2023, and significantly increased to 32 in 2023–2024. This steady rise demonstrates strong interest among adult learners from this demographic.
- **Caucasian students:** Enrollment decreased from 38 in 2021–2022 to 21 in 2022–2023, then rose again to 28 in 2023–2024. The rebound suggests progress in re-engaging this group, though continued focus is needed to maintain growth.
- **Hispanic/Latino students:** Enrollment declined from 12 in 2021–2022 to 8 in 2022–2023, with limited recovery in 2023–2024. Targeted outreach may be beneficial to reverse this downward trend.
- **Asian and Two or More Races:** These groups accounted for the remainder of students within this age category, with a total of 72 in 2021–2022, 52 in 2022–2023, and 68 in 2023–2024.

Enrollment among 25–44-year-olds has shown steady growth overall, particularly among African American students, indicating the program’s expanding appeal to adult learners.

Enrollment in the 45–64 age range remains minimal but demonstrates gradual improvement. There were no students enrolled in this category in 2021–2022. In 2022–2023, one Caucasian student enrolled, and in 2023–2024, enrollment increased to two students, representing Caucasian and Asian descent.

While participation among this age group is limited, the gradual increase suggests emerging interest among older adult learners pursuing career changes or professional advancement. Continued promotion of flexible and accessible course options could help attract more students within this demographic.

Overall Summary and Recommendations

- The **18–24 age group** continues to represent the largest segment of enrollment, though total numbers have declined slightly. The increase among African American students is a strong indicator of successful outreach.
- The **25–44 age group** demonstrates significant growth, particularly among African American learners, confirming the program’s effectiveness in reaching adult students.
- The **45–64 age group**, though small, shows early signs of engagement that could be nurtured through targeted recruitment and flexible learning opportunities.
- Strengthen partnerships with high schools, community organizations, and workforce development programs to reach diverse student populations.
- Expand targeted marketing efforts to underrepresented groups, including Hispanic/Latino and Caucasian students, to ensure balanced growth.
- Increase promotion of flexible scheduling, online learning, and eight-week classes
- Continue tracking demographic trends during program reviews to evaluate the effectiveness of recruitment strategies and adjust initiatives as needed.

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	Will work with local high school health occupations teachers to speak/present the MOA programs to their students.	Will access enrollment data to see if this action item may have helped increase enrollment.

Outcome #2: Retention**Baseline:** 57.6 % (Average of last three years – 2021-22; 2022-23; 2023-24; program retention)**Standard:** 58 %**Target:** 59 %

Year	Program Retention Rate
Fall 2021 to Fall 2022	61.0%
Fall 2022 to Fall 2023	55.7%
Fall 2023 to Fall 2024	56.0%

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	15	19.5%	23	35.9%	22	33.8%
American Indian/Alaskan Native, Female	1	1.3%	1	1.6%	0	0.0%
Asian, Female	1	1.3%	0	0.0%	0	0.0%
Caucasian, Female	40	51.9%	19	29.7%	25	38.5%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	19	24.7%	18	28.1%	16	24.6%
Two or More Races, Female	1	1.3%	1	1.6%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	77	100.0%	62	96.9%	63	96.9%
African American, Male	0	0.0%	1	1.6%	1	1.5%
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	1.6%	1	1.5%
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%	2	3.1%	2	3.1%
Total	77	100.0%	64	100.0%	65	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	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%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	7	9.1%	12	18.8%	11	16.9%
American Indian/Alaskan Native, 18-24	1	1.3%	1	1.6%	0	0.0%
Asian, 18-24	1	1.3%	0	0.0%	0	0.0%
Caucasian, 18-24	16	20.8%	10	15.6%	7	10.8%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	13	16.9%	12	18.8%	11	16.9%
Two or More Races, 18-24	1	1.3%	1	1.6%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	39	50.6%	36	56.3%	29	44.6%
African American, 25-44	3	3.9%	8	12.5%	8	12.3%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	19	24.7%	6	9.4%	14	21.5%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	6	7.8%	5	7.8%	4	6.2%
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	28	36.4%	19	29.7%	26	40.0%
African American, 45-64	5	6.5%	4	6.3%	4	6.2%
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	5	6.5%	4	6.3%	5	7.7%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	1	1.6%	1	1.5%
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	10	13.0%	9	14.1%	10	15.4%
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	77	100.0%	64	100.0%	65	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.)*

The Medical Office Administration program continues to serve a diverse and motivated group of students. Over the past three years (Fall 2021 to Fall 2024), retention has remained fairly steady—61.0% in 2021–2022, 55.7% in 2022–2023, and 56.0% in 2023–2024. Our three-year baseline average is 57.6%, just under the standard of 58% and slightly below our target goal of 59%.

The data shows that the 18–24 age group now represents the highest retained population in the Medical Office Administration program. This is encouraging because it shows that younger students entering college-level work stay engaged and complete their classes. Many of these students come directly from high school or early college programs, and they benefit from the structured format and strong instructor support the program provides.

Among gender and ethnic groups, Caucasian females remain the largest retained population. Their retention rate increased from 29.7% in Fall 2022–2023 to 38.5% in Fall 2023–2024, showing steady progress. African American females also continue to make up a large portion of the student body, with 33.8% retained in 2023–2024. Hispanic/Latino females remained consistent at 24.6% retention for the same year.

After the strong retention rate in 2021–2022, the slight dip in the following years still keeps us close to our goal. The move to 8-week courses in Fall 2024 was designed to help students focus on fewer classes at a time and finish their programs faster. While this format provides more flexibility for students balancing school, work, and family, it also takes some time to adjust to the faster pace. Instructors have been very intentional about checking in with students and helping them manage the shorter schedule successfully.

A few factors continue to make a difference for retention. Offering flexible online and hybrid courses allows students to balance school and life more easily. The department has also reduced textbook costs through bookless and OER course options, making classes more affordable and accessible. Faculty remain dedicated to providing timely feedback, encouragement, and support to keep students motivated throughout the term.

Looking ahead, the program will keep working on several strategies to improve retention. We plan to strengthen early outreach when students begin to struggle, provide additional time management and study resources for 8-week classes, and continue expanding bookless course options. Faculty will keep focusing on communication and encouragement—helping students feel connected and confident in their ability to succeed.

For the 2025–2026 academic year, our action item will be updating and improving the materials in OST 136 Word Processing. This course is one of the cornerstones of the program, and by adding more interactive and user-friendly resources, students will have more opportunities to practice their skills and build confidence. These improvements will help students feel better prepared for later courses and their future careers.

Overall, the Medical Office Administration program continues to perform close to the retention target, with a strong foundation to build on. The increase in retention among Caucasian females and consistent engagement among younger students are both positive signs. With continued focus on affordability, faculty connection, and personalized student support, the program is on the right track to meet and exceed its 59% retention goal in the coming year.

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	Restructure and provide updated resources in OST 136 Word Processing to increase retention and success in OST 136 and allow students to progress through the program.	Will use the 8-week end-of-the-semester Retention spreadsheets used by the Business and Computer Technologies Division to assess the number of successful students retained in OST 136 Word Processing.

Outcome #3: Completers (unduplicated) (Degree level, highest level of attainment)

Baseline: 52 # (Average of total completers for the last three years – 2022-23; 2023-24; 2024-25)
Standard: 53 #
Target: 54 #

Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring	
Graduation Year	Total Completers
2022-2023	50
2023-2024	51
2024-2025	54

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2022-2023		2023-2024		2024-2025	
	N	%	N	%	N	%
African American, Female	12	24.0%	15	29.4%	16	29.6%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	26	52.0%	20	39.2%	20	37.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	12	24.0%	14	27.5%	14	25.9%
Two or More Races, Female	0	0.0%	1	2.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	1	1.9%
Female Total	50	100.0%	50	98.0%	51	94.4%
African American, Male	0	0.0%	1	2.0%	2	3.7%
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%	1	1.9%
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%	1	2.0%	3	5.6%
Total	50	100.0%	51	100.0%	54	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	1	2.0%	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	2.0%	0	0.0%	0	0.0%
African American, 18-24	4	8.0%	9	17.6%	6	11.1%
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	9	18.0%	5	9.8%	3	5.6%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	5	10.0%	7	13.7%	10	18.5%
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	18	36.0%	21	41.2%	19	35.2%
African American, 25-44	4	8.0%	5	9.8%	10	18.5%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	12	24.0%	11	21.6%	16	29.6%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	6	12.0%	6	11.8%	3	5.6%
Two or More Races, 25-44	0	0.0%	1	2.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	1	1.9%
25-44 Total	22	44.0%	23	45.1%	30	55.6%
African American, 45-64	4	8.0%	2	3.9%	2	3.7%
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	5	10.0%	4	7.8%	2	3.7%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	1	2.0%	1	1.9%
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	9	18.0%	7	13.7%	5	9.3%
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	50	100.0%	51	100.0%	54	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?)*

Based on the data provided, the number of completers in the MOA program showed a gradual increase over the three most recent academic years. In 2022–2023, the program recorded 50 completers. This number slightly increased to 51 in 2023–2024 and then reached 54 completers in 2024–2025. While the program did not meet its baseline (52) or standard (53) in the first two years, it successfully met its target of 54 completers in the most recent academic year.

In terms of ethnicity and gender, African American females steadily increased their representation among completers each year: 24% in 2022–2023, rising to 29.4% in 2023–2024, and slightly increasing again to 29.6% in 2024–2025. In contrast, Caucasian females, who initially represented the largest group of completers at 52% in 2022–2023, declined to 39.2% in 2023–2024 and further to 27% in 2024–2025. The dominant age group among completers across all three years remained those aged 25 to 44, indicating that the MOA program continues to attract and retain adult learners who may be returning to education for career advancement or transition.

Several factors may have influenced these completion trends. The continued post-pandemic stabilization of academic schedules and campus operations likely contributed to improved student engagement and retention. The MOA department's consistent efforts in recruitment, academic advising, and student mentoring have likely played a significant role in helping students persist to completion. In addition, offering flexible course formats, including hybrid, online, and varied scheduling options such as the new 8-week format has made the program more accessible.

To continue increasing the number of completers, the program may consider further expanding outreach to underrepresented groups. Examples may include increasing support services for working adults and analyzing completion data by subgroups to identify and address any remaining gaps in 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	Restructure and provide updated resources in OST 136 Word Processing to increase retention and success in OST 136 and allow students to progress through the program.	Will use the 8-week end-of-the-semester Retention spreadsheets used by the Business and Computer Technologies Division to assess the number of successful students retained in OST 136 Word Processing.

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

Baseline: 97.682 # (Average of program budget FTE for the last three years – 2022-23; 2023-24; 2024-25)
Standard: 98 #
Target: 99 #

Budget FTE Year	Budget FTE
2022-2023	97.453
2023-2024	93.586
2024-2025	102.008

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?)*

2022-2023

The baseline, standard, and target were not met. The baseline was very close but was off from 97.682 to 97.453.

2023-2024

The baseline, standard, and target were not met.

2024-2025

The baseline, standard, and target were all met.

One of the factors that may have affected the budget FTE of the MOA programs in the earlier timeframe here, especially 2022-2023, was Covid-19 and all the effects of it. Some students were still hesitant to return to classes in the classroom.

In working to increase FTE in the MOA Department, a new certificate program, Medical Office Administration/Virtual Office Administration Certificate (C25310VO), was created and began Fall 2023. This program was created based on a recommendation from the MOA Advisory Committee. Per 2024-2025 graduation data, five students earned/graduated with this certificate during this time.

The MOA faculty are also currently working to visit local high schools to speak to students in the health occupation classes to tell them about our programs. The MOA Department has recently requested new marketing materials to use to advertise the programs.

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	Restructure and provide updated resources in OST 136 Word Processing to increase retention and success in OST 136 and allow students to progress through the program.	Will use the 8-week end-of-the-semester Retention spreadsheets used by the Business and Computer Technologies Division to assess the number of successful students retained in OST 136 Word Processing.

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

Academic Year	Enrolled	Completed
2021-2022	15	14
2022-2023	22	21
2023-2024	25	21

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.)*

WBL 110 World of Work is a required course in the Medical Office Administration (MOA) Degree, and this course will continue to be required in the MOA program. By continuing to require this course in the program, students are gaining the knowledge necessary to gain and maintain employment. Some of the topics taught in this course include job search skills, work ethic, meeting employer expectations, workplace safety, and human relations. According to the table data above, 14 of the 15 enrolled in WBL 110 completed the course in 2021-2022; 21 of the 22 enrolled completed the course in 2022-2023; and 21 of the 25 enrolled completed the course in 2023-2024. These are high rates of completers in WBL 110.

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	Work to advise students to ensure WBL 110 is taken in the appropriate semester.	Take a sample of graduate EVALS with a target of 90 percent taking WBL 110 in the fourth semester.

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 coding manuals are very expensive, and students cannot always afford them, especially if they have to pay out of pocket. Lead Medical Coding and Billing instructor Heather Evans has previously 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 twice each semester, once every 8 weeks and during the summer, to give students the opportunity to earn credentials in Microsoft Word. This is a required examination in OST 136 Word Processing beginning Fall 2025.

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) 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 department utilized its supply budget funds to purchase the coding manuals. 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. Students are benefiting financially through the use of all coding manuals. Students respond 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.
2024-25	No planning objective 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 (MOA) submitted a planning objective to order the following with a target date of Spring 2026:

LG 27-Inch StanbyME Go Portable Smart 1080P Touch Screen (27LX5QKNA, 2023 Model), Calming Beige and LG StanbyME XT7S Bluetooth Speaker.

The MOA Department plans to use it at future recruiting events to help encourage/attract prospective students to the recruiting table where they can learn about our programs.

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 the 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 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 Wayne Community College 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 (MOA) program is supported by the college with excellent facilities and continued funding. The faculty are full-time, 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 2023 a new certificate was started: Medical Office Administration/Virtual Office Administration Certificate. There have been five graduates from this certificate in 2024-2025 so far. Additionally, the Medical Office Administration/Medical Insurance Certificate can also be used as a Career and College Promise (CCP) pathway.

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 attends the AAPC conference each year to stay up to date on all the medical coding to enable her to teach this information to the students.

Every year since 2017, the Medical and Office Administration Department has purchased 500 MOS certification vouchers for 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. Beginning Fall 2025, students are now required to take this exam in OST 136 Word Processing.

To assist graduates with finding employment, a graduate database is maintained by the MOA Department to gather current contact information, such as address, telephone number(s), and current personal email 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 notates that in the database to keep up with graduates employed. Through the years, faculty in the department have worked closely with local businesses to assist students in gaining employment. This makes the MOA department feel that the MOA students are receiving the training and skills they need to be successful in the workplace.

One final strength of the program, as stated above, there is a Career and College (CCP) pathway offered for the Medical Office Administration/Medical Insurance 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

Over the years, enrollment sometimes decreases and has been an area of concern. 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 various recruitment opportunities to increase enrollment including 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 Senior Night. 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. Also, over the last several years,

each month the MOA department chair has placed marketing flyers at the Wayne County Public Library to advertise the MOA programs.

Opportunities

When prospective students apply to attend Wayne Community College, an email is sent to the department chair. The department chair uses these emails and personally calls the prospective students to see if they have any questions and to provide them with helpful information about their next steps in getting enrolled. In addition, each semester a student applicant list is created and shared with faculty. From this list, faculty can see names and contact information of individuals who have applied to Wayne Community College and are eligible to register. Their specific program of interest can also be seen from this list. Faculty can see what the prospective student might be missing such as their high school transcript, acceptance interview, etc. The department chair and MOA faculty use this list as another recruitment tool, and they call and sometimes email these prospective students to help them complete their registration process.

Also, each spring the MOA department chair receives a list of names of individuals that applied to either the Dental Assisting or Dental Hygiene program but were not accepted, and then the MOA department chair contacts the individuals both by letter and personal telephone call to tell them about the Medical Office Administration/Dental Office Certificate to see if they are interested in that program.

The MOA Department works with the Workforce Continuing Education Department to encourage the MOA students to work to earn their Notary Public credentials. This is an important credential to have in the workplace.

The faculty in the MOA Department feel that all these efforts have had a positive effect on the Medical Office Administration programs because students continue to enroll and graduate with various certificates, diplomas, and degree credentials. The faculty will continue to pursue these efforts and more that are provided to us to continue to increase enrollment.

Review prepared and submitted by: *(Please list name(s) and titles)*

LaRose S. Brock, Department Chair, Medical and Office Administration
Heather Evans, Instructor, Medical and Office Administration
Leigh Heath, Instructor, Office Management
Haleigh Wilhide, Instructor, Medical and Office Administration

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>	10/30/2025
Dean, Director, or AVP / Date:	<u>Tracy M. Schmeltzer</u>	10/31/2025
Administrator Approval / Date:	<u>Dr. Ernie White</u>	10/31/2025