Wayne Community College
Program Review and Outcome Assessments, 2020-21
(Previous Program Review Cycle, 2017-18)

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 aligns with your program and explain why.
　　　　Goal 1: Increase Student Access
　　　　Goal 2: Ensure Program Excellence
　　　　Goal 3: Improve Student Success
　　　　Goal 4: Ensure Institutional Quality

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

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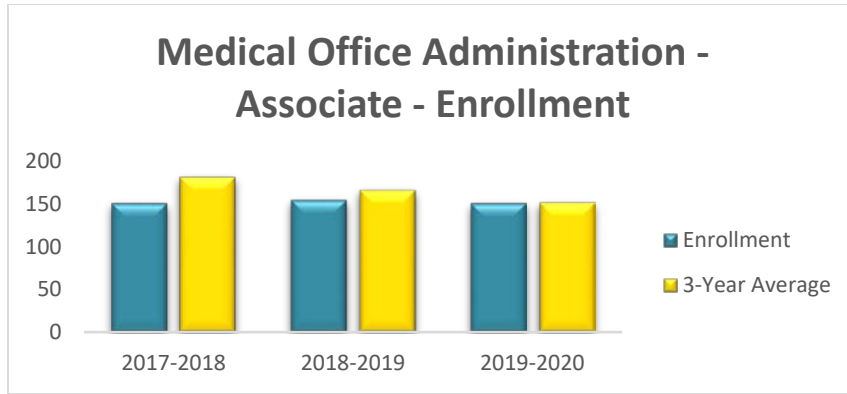*Program Review and Outcome Assessments, 2020-21*

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

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

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

Program Enrollment (Academic Year - Fall, Spring, Summer) – for each degree level (Associate, Diploma, Certificate, and Pathway)

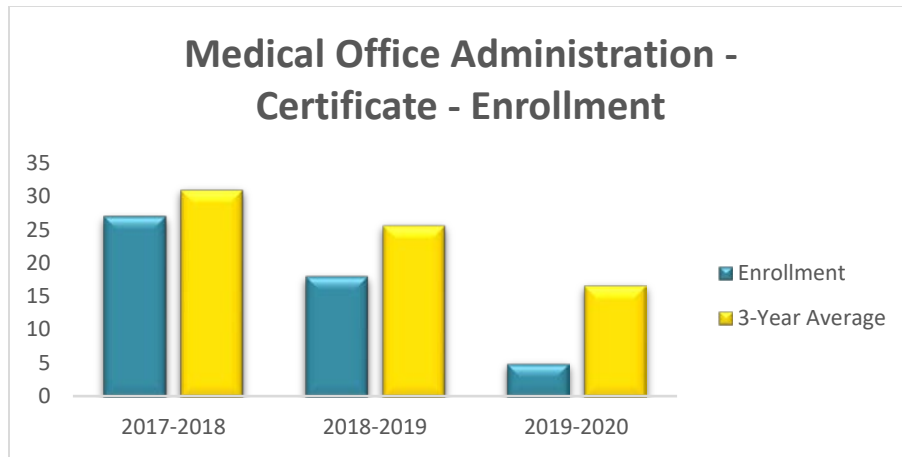| Program Enrollment (Associate) *(unduplicated)*		
Academic Year (Fall, Spring, Summer)	Enrollment	3-Year Average
2017-2018	150	181
2018-2019	154	166
2019-2020	150	151

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Medical Office Administration - Associate - Enrollment

Program Enrollment (Diploma) *(unduplicated)*		
Academic Year (Fall, Spring, Summer)	**Enrollment**	**3-Year Average**
2017-2018	15	18
2018-2019	10	14
2019-2020	9	11

Medical Office Administration - Diploma - Enrollment
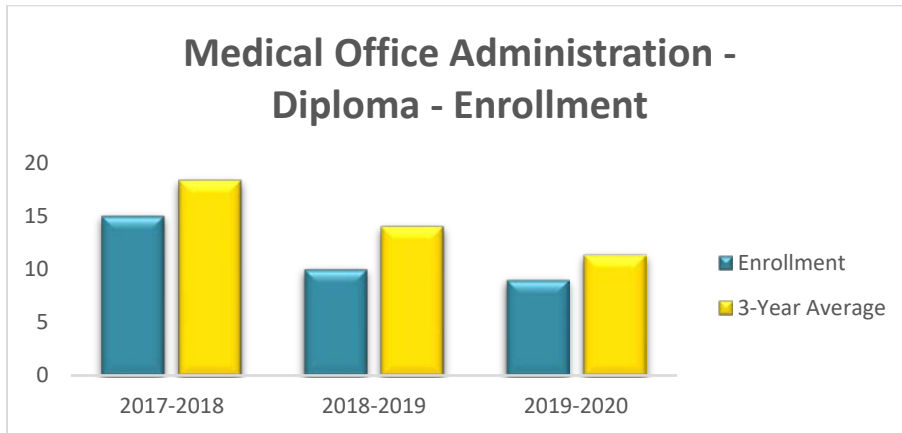
Program Enrollment (Certificate) *(unduplicated)*		
Academic Year (Fall, Spring, Summer)	**Enrollment**	**3-Year Average**
2017-2018	27	31
2018-2019	18	26
2019-2020	5	17

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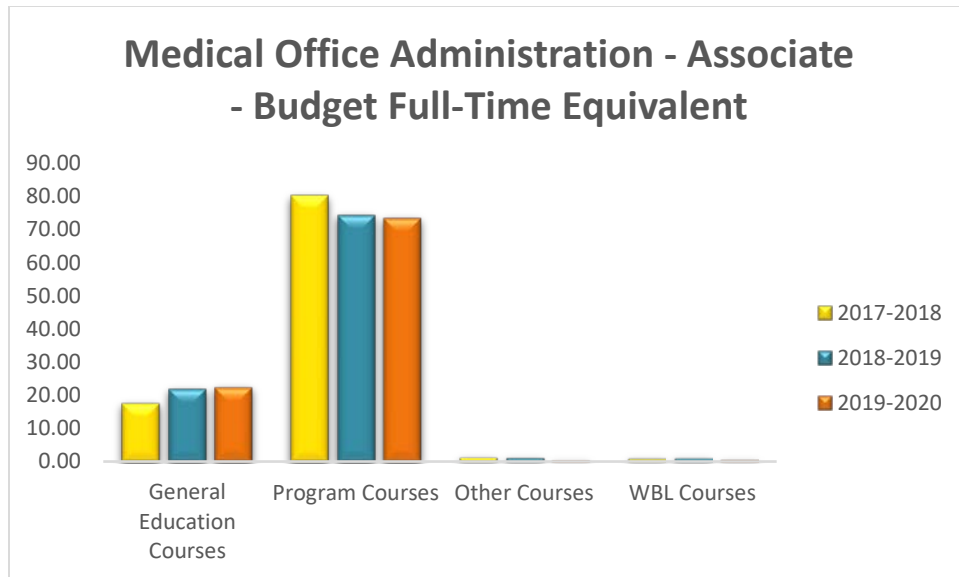**Medical Office Administration - Certificate - Enrollment**

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

The Medical Office Administration program enrollment has declined from the three-year average noted above. Some of the factors that play a part in this decline include the following: Hurricane Florence, student financial aid loss and the current economy uptick. When the economy rises, there tends to be a decline in student enrollments versus when the economy declines, the numbers rise in student enrollments. Wayne Community College is located in a military town and have many students who have had to relocate while they are attempting to complete their degree. In addition, with the pandemic of COVID-19 there has also been a change in enrollment numbers based on the uncertainty of the virus. The Medical Office Administration instructors actively participate in online outreach recruiting opportunities through social media. As far as marketing tools go, the department has revamped the department's program flyers and placed them at the Wayne County Public Library. This is done each month by the program's department chair. The department hopes that post-Covid will allow the faculty to market back into the school systems to with help recruitment.

Program Budget Full-Time Equivalent (BFTE) (Academic Year - Fall, Spring, Summer) – *(highest level only)*

Budget Full-Time Equivalent (BFTF)							
Academic Year (Fall, Spring, Summer)	General Education Courses	Program Courses	Other Courses	WBL Courses	Skills Laboratory	Corrections	Total
2017-2018	17.88	80.31	1.38	1.09	0.00	0.00	100.66
2018-2019	22.16	74.41	1.34	1.25	0.00	0.00	99.16
2019-2020	22.69	73.47	0.66	0.78	0.00	0.00	97.60
Total	62.73	228.19	3.38	3.12	0.00	0.00	297.42

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Medical Office Administration - Associate - Budget Full-Time Equivalent

Analysis of program budget full-time equivalent (BFTE) *(What is the program budget FTE data indicating? Is the program budget FTE increasing or decreasing? What are possible reasons for increase/decrease? Describe any plans to increase program budget FTE.)*

The Program Courses budget FTE decreased approximately six points between 2017-2018 and 2018-2019; and even though this number decreased slightly between 2018-2019 and 2019-2020, it did not decrease by one full point so this data reveals that the program budget is holding fairly steady with not too large of a decrease. FTE is affected by enrollment. The Associate degree enrollment increased by 4 students between 2017-2018 to 2018-2019, and it decreased by 4 students between 2018-2019 and 2019-2020. The Diploma enrollment decreased by 10 students between 2017-2018 and 2018-2019; however, it increased by 1 student between 2018-2019 and 2019-2020. The Certificate enrollment decreased by 9 students between 2017-2018 and 2018-2019 and decreased by 13 students between 2018-2019 and 2019-2020. When enrollment decreases, it affects FTE. Some of the factors for decreased enrollment include the following: Hurricane Florence, student financial aid loss and the current economy uptick. When the economy rises, there tends to be a decline in student enrollment; when the economy declines, enrollment tends to increase. Wayne Community College is located in a military town and have many students who have had to relocate while they are attempting to complete their degree. In addition, with the pandemic of COVID-19 there has been a change in numbers based on the uncertainty of the virus. In fall 2018, two new certificates were started: Medical Office Administration/Medical Scribe Certificate and Medical Office Administration Certificate. The Medical Office Administration/Medical Scribe Certificate was developed from the suggestion of a UNC-Wayne Memorial Hospital board member who was also a WCC board member. CCP (Career and College Promise) pathways have also been created for all of the MOA certificates to provide CCP students with another option for their CTE (Career Technical Education) pathway. In fall 2019, two new programs were started: The Medical Office Administration Diploma program and the Medical Office Administration/Dental Office Certificate. After surveying local dental offices, the office managers indicated they felt there was a need for a dental office certificate. The MOA Department is continuing to work diligently to advertise these new programs in various ways.

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Activities to ensure program is current (2017-18; 2018-19; 2019-20 – Academic Year, Fall, Spring, Summer)
List program curriculum changes, revisions, and/or deletions.

Course Title	Date – Updated / Revised / Deleted
Medical Office Administration Degree (A25310)	Fall 2017, Updated due to OAAP
Medical Office Administration/Medical Transcription Diploma (D25310MT)	Fall 2017, Updated due to OAAP
Medical Office Administration/Medical Coding Diploma (D25310)	Fall 2017, Updated due to OAAP
Medical Office Administration/Medical Insurance Certificate (C25310MI)	Fall 2017, Updated due to OAAP
Medical Office Administration/Medical Scribe Certificate (C25310MS)	Fall 2018, Added
Medical Office Administration/Medical Scribe Certificate Pathway (C25310MX)	Fall 2018, Added
Medical Office Administration Certificate (C25310MO)	Fall 2018, Added
Medical Office Administration Degree (A25310)	Fall 2018, Updated
Medical Office Administration/Medical Transcription Diploma (D25310MT)	Fall 2018, Deleted
Medical Office Administration Degree (A25310)	Fall 2019, Updated
Medical Office Administration Diploma (D25310MO)	Fall 2019, Added
Medical Office Administration/Dental Office Certificate (C25310D)	Fall 2019, Added
Medical Office Administration/Dental Office Certificate Pathway (C25310X)	Fall 2019, Added
Medical Office Administration Degree (A25310)	Fall 2019, Revised
Medical Office Administration Certificate Pathway (C25310X)	Fall 2020, Added
Medical Office Administration Degree (A25310), Medical Office Administration Diploma (D25310MO), Medical Office Administration Certificate (C25310MO), Medical Office Administration Certificate Pathway (C25310X), Medical Office Administration/Medical Scribe Certificate (C25310MS), Medical Office Administration/Medical Scribe Certificate Pathway (C25310MX), Medical Office Administration/Dental Office Certificate (C25310D), Medical Office Administration/Dental Office Certificate Pathway (C25310DX)	Fall 2020, Revised
Medical Office Administration Degree (A25310), Medical Office Administration Diploma (D25310MO), Medical Office Administration/Medical Coding Diploma (D25310)	Fall 2020, Revised

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 2017, the Medical Office Administration Degree, Medical Office Administration/Medical Transcription Diploma, Medical Office Administration/Medical Coding Diploma, and Medical Office Administration/Medical Insurance Certificate programs were all updated to match the standards and guidelines of the Office Administration Alignment Project. This involved adding some courses and deleting some courses from these programs. The semester and contact hours also changed in some of the courses in these programs.

In fall 2018, the Medical Office Administration/Medical Scribe Certificate program and the Medical Office Administration/Medical Scribe Certificate Pathway were added. This certificate was added at the recommendation of a UNC-Wayne Memorial Hospital and Wayne Community College board member. The Career and College Promise (CCP) pathway was added in order to provide high school students with more opportunities to choose from in making choices for their college courses and career choices. The Medical Office Administration Certificate program was added in fall 2018. This certificate was added to assist students to become work ready within the Medical Office Administration field. The Medical Office Administration Degree program was updated in fall 2018 to meet the needs of the workplace as recommended by members of the department's advisory committee. A course, OST 145 Social Media for Office Professionals was added, and three courses were deleted: OST 241 Medical Office Transcription I, OST 242 Medical Office Transcription II, and MED 118 Medical Legal Issues. Finally, the Medical Office Administration/Medical Transcription Diploma program was deleted entirely in fall 2018 as recommended by members of the department's advisory committee. This program was deleted due to medical transcription no longer being used in the majority of medical offices. Electronic health records replaced the traditional medical transcription.

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

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

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

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Administration Degree, Medical Office Administration Diploma, and the Medical Office Administration/Medical Coding Diploma programs were all revised to remove a local prerequisite from OST 164 Office Editing due to the RISE initiative.

Advisory Committee: dates, summary of minutes, activities (2017-18; 2018-19; 2019-20 – Academic Year – Fall, Spring, Summer)

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2017-2018	04/06/2017 10/24/2017	The Advisory Committee members agreed with what was presented at the Advisory Committee meetings and had no other concerns or recommendations.
2018-2019	03/29/2018 10/23/2018	The Advisory Committee members agreed with what was presented at the Advisory Committee meetings and had no other concerns or recommendations.
2019-2020	03/28/2019 10/22/2019 03/23/2020 – Cancelled due to Covid-19	The Advisory Committee members agreed with what was presented at the Advisory Committee meetings and had no other concerns or recommendations.

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, and other sources external to the program/discipline, how well is the program/discipline responding to the current and emerging needs of the community? What resources might your program need?*

Upon review of the Advisory Committee Meeting minutes, there were no committee suggestions on emerging trends in the healthcare field.

According to the U.S. Bureau of Labor Statistics, employment of medical records and health information technicians is projected to grow 8 percent from 2019 to 2029, much faster than the average for all occupations. The demand for health services is expected to increase as the population ages.

See the link below provided by the U.S. Bureau of Labor Statistics.

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

As mentioned in the Labor Market Data section below, the employers that hire MOA students typically have very positive remarks to make in regards to the MOA students.

Labor Market Data

Provide narrative for analysis of Labor Market Data. *(Review Labor Market Data provided in the audit data reports and provide an assessment of the data.)*

According to the Occupation Overview provided by EMSI, Regional Employment is lower than the national average in Wayne County. An average area of this size typically has 681 jobs, while there are 592 here in Wayne County. The lower than average supply of jobs may make it more difficult for workers to find employment within

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Wayne County. Most of the jobs (16.1%) in Wayne County are in the Physician office industry. Regional Compensation in Wayne County is also 17% lower than National Compensation. The 2019 median wage in Wayne County, NC, is $38,876, while the national median wage is $46,697.

Many of the people in Wayne County are willing to commute in order to find a job. Fortunate for Wayne County, we border Pitt County and Johnston County both of which are projected to have an increase in jobs from 2020 to 2025. Pitt County is expected to increase 0.3% from 1,067 job in 2020 to 1,070 jobs in 2025. Johnston County is expected to have a 7.5% increase in jobs from 606 jobs in 2020 to 652 jobs in 2025. Wayne County also has 135 employees employed in the Medical Office Administration capacity that are 55 years old+ and are quickly reaching retirement age.

The MOA department works diligently to make the department's students aware of job openings. While the job market may not be ideal in Wayne County, the county does border other counties such as Wake and Pitt that are saturated with medical office jobs. One of the department's recent graduates of the MOA program that was just hired with a medical office in Wake County. The department also has a prior graduate that was hired to work as a Medical Coder at a physician office in Pitt County. Since the MOA programs are completely online and located in a military town, the department has students that attend our school who are not competing for job positions within Wayne County. Many of the department's students live outside Wayne County, and some even live out of state.

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.

On a positive side, the MOA department has had several local employers hire some of the MOA graduates and the employers have had such good comments to share with us about them. After hiring one graduate, one employer said that the graduate/employee was so good that the employer wished that she had 12 more just like her. She then hired another graduate. Another employer commented that they knew that they had won "big" when they hired this particular graduate. They talked about what a hard worker that she was in their office and that they were so pleased that she was working with their office. Yet another employer spoke so highly of a graduate that she hired and said what a good work ethic the employee had and that she was thrilled to have her working with her company.

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Section 2: Faculty Profile

Have all faculty credentials been verified? (*Verify required documents are in personnel files.*)
Yes ☒　　　　No ☐

List of Faculty and Status (2017-18; 2018-19; 2019-20 – Academic Year – Fall, Spring, Summer)

Faculty / Name	Full-Time / Part-Time	Total Years within Department/Program	Total Years at WCC
LaRose S. Brock	Full-Time	34	34
Christy Culbreth	Full-Time	10	10
Haleigh Wilhide	Full-Time	10	10
Heather Evans	Full-Time	8	8
Carla Jones	Part-Time	3	3
Lisa Pickard	Part-Time	7	18
Sheila Jo Davis	Part-Time	9	11
Robin Wheeler	Part-Time	1	16
Caitlin Foss	Part-Time	2	6
Frances Michelle Gay	Part-Time	1	1

Provide narrative for adequacy of faculty numbers. *(Do you have enough faculty to support your program?)*

The full-time faculty that the department currently has is meeting the needs of the Medical Office Administration Department. The department lost a full-time nine-month position in 2017 that was never replaced; therefore, you will notice from the 2017-2018 Program Review to the 2020-2021 Program Review that full-time faculty has a slight increase in credit hours and contact hours being taught. The department has a qualified staff of adjunct that are willing to teach classes in order to meet the needs of the department.

Faculty Contact and Credit Hours

Faculty / Name	Full-Time Part-Time	Fall 2017		Spring 2018		Summer 2018	
		Contact	Credit	Contact	Credit	Contact	Credit
LaRose S. Brock	Full-Time	11	8	11	8	7	6
Christy Culbreth	Full-Time	21	20	24	20	4	3
Haleigh Wilhide	Full-Time	25	23	23	22	13	10
Heather Evans	Full-Time	18	14	24	18	3	3
Carla Jones	Part-Time	6	4	7	5	0	0
Lisa Pickard	Part-Time	8	6	7	6	0	0
Sheila Jo Davis	Part-Time	0	0	0	0	0	0
Robin Wheeler	Part-Time	0	0	0	0	0	0
Caitlin Foss	Part-Time	0	0	0	0	0	0
Frances Michelle Gay	Part-Time	0	0	0	0	0	0

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Faculty / Name	Full-Time	Fall 2018		Spring 2019		Summer 2019	
	Part-Time	Contact	Credit	Contact	Credit	Contact	Credit
LaRose S. Brock	Full-Time	11	8	11	8	8	6
Christy Culbreth	Full-Time	24	21	22	18	4	3
Haleigh Wilhide	Full-Time	18	18	19	19	13	11
Heather Evans	Full-Time	27	21	19	15	3	3
Carla Jones	Part-Time	0	0	0	0	0	0
Lisa Pickard	Part-Time	11	9	4	3	0	0
Sheila Jo Davis	Part-Time	6	6	3	3	0	0
Robin Wheeler	Part-Time	3	2	3	2	0	0
Caitlin Foss	Part-Time	0	0	4	3	0	0
Frances Michelle Gay	Part-Time	0	0	0	0	0	0

Faculty / Name	Full-Time	Fall 2019		Spring 2020		Summer 2020	
	Part-Time	Contact	Credit	Contact	Credit	Contact	Credit
LaRose S. Brock	Full-Time	11	8	11	8	8	6
Christy Culbreth	Full-Time	21	18	22	18	4	3
Haleigh Wilhide	Full-Time	18	18	22	22	14	12
Heather Evans	Full-Time	19	15	23	16	3	3
Carla Jones	Part-Time	0	0	0	0	0	0
Lisa Pickard	Part-Time	8	6	4	3	0	0
Sheila Jo Davis	Part-Time	6	6	0	0	0	0
Robin Wheeler	Part-Time	3	2	0	0	0	0
Caitlin Foss	Part-Time	4	3	4	3	0	0
Frances Michelle Gay	Part-Time	0	0	3	3	0	0

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Section 3: Student Demographics - *Parent program (highest level only) data is provided.*

Gender (Associate - unduplicated) Academic Year – Fall, Spring, Summer

Academic Year	Female		Male		Total	
	N	%	N	%	N	%
2017-2018	144	96%	6	4%	150	100%
2018-2019	151	98%	3	2%	154	100%
2019-2020	148	99%	2	1%	150	100%
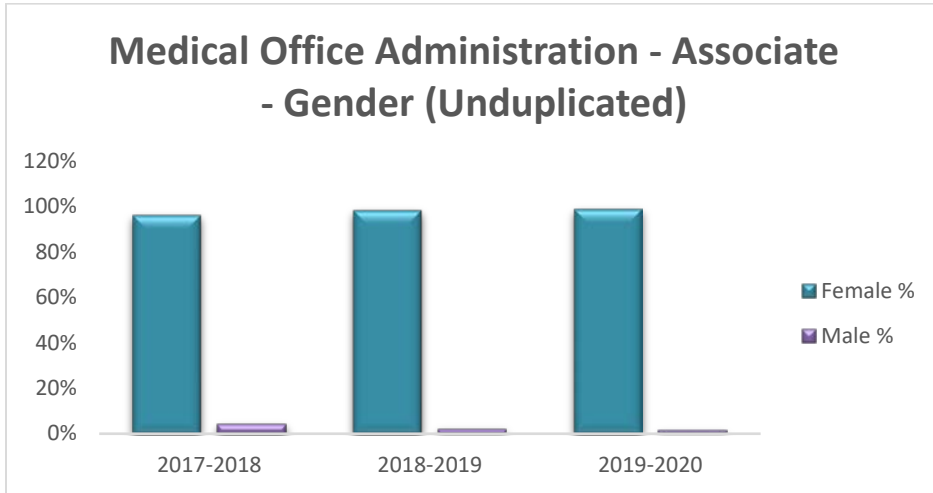
Ethnicity (Associate – unduplicated) Academic Year – Fall, Spring, Summer

Academic Year	American Indian		Asian or Pacific Islander		African American		Hispanic		Caucasian		Other / Unknown / Multiple		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
2017-18	1	1%	2	1%	55	37%	17	11%	69	46%	6	4%	150	100%
2018-19	1	1%	2	1%	66	43%	20	13%	60	39%	5	3%	154	100%
2019-20	2	1%	2	1%	60	40%	25	17%	56	37%	5	3%	150	100%

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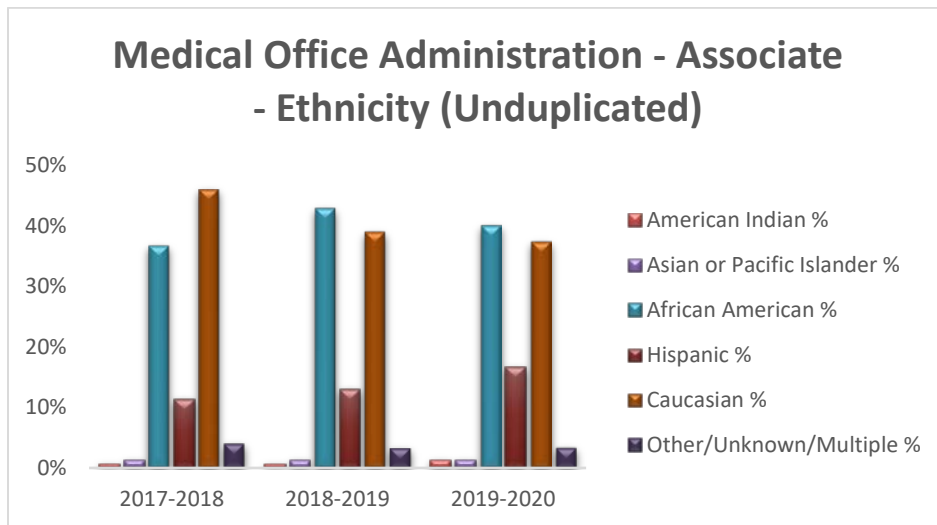
Age (Associate – unduplicated) Academic Year – Fall, Spring, Summer												
Academic Year	Under 18		18-24 years		25-34 years		35-44 years		45 and older		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
2017-18	0	0%	48	32%	59	39%	21	14%	22	15%	150	100%
2018-19	1	1%	47	31%	58	38%	26	17%	22	14%	154	100%
2019-20	0	0%	55	37%	54	36%	24	16%	17	11%	150	100%
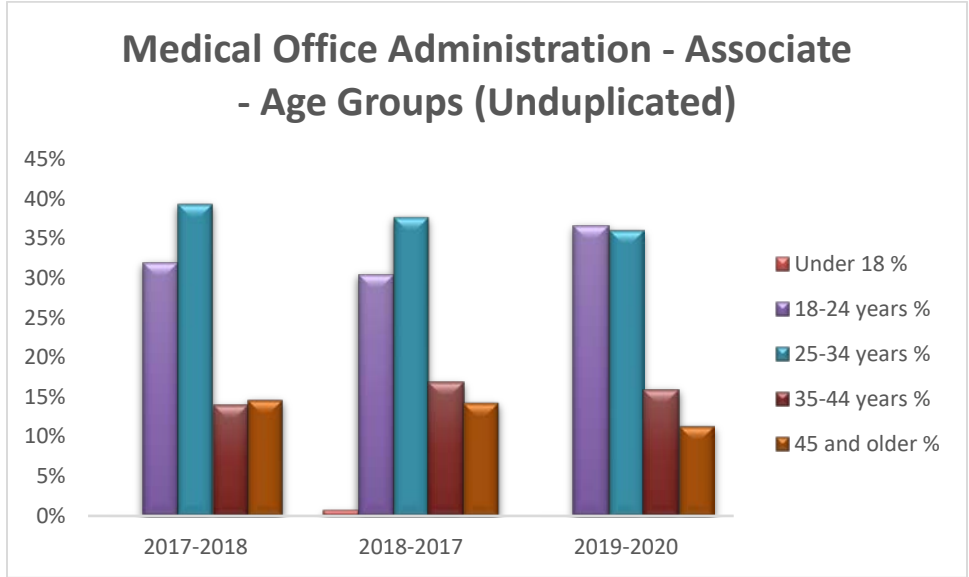
Provide narrative for analysis of student demographics. *(How are you recruiting/retaining a diverse population of students? What are some ways you can increase student diversity in your program?)*

The students enrolled in the Medical Office Administration program are primarily female. This comes as no surprise, as medical offices have traditionally been and continue to be dominated by women. Overall the majority of the students fall in the ages of 25-34 years of age. The 18-24 age range is not behind statistically as those numbers have climbed from 2017-2020 from 32% to 37%. There has been a rise in the African American population from 37% to 40%, as well as a rise in the Hispanic population from 11% to 17%. There has been a slight decrease from 46% to 37% in the White Caucasian population. The American Indian and Asian or Pacific Islander has remained steady. The MOA department has been working with the WCC Media Department to implement the use of new marketing materials to include diversity through race and genders. The department continues to reach out through distribution of marketing materials such as flyers in the local community, at the public schools, and public library. Social media posts are shared publicly through the official WCC MOA/OA Facebook page. The posts include student awards that reflect our students of all races. WCC is highlighted as a military friendly school as we have a direct relationship with Seymour Johnson Air Force Base through our WCC liaison Ms. Dori Fraser.

Section 4: Program Outcomes

Outcome #1: Completers *(unduplicated) (Degree level, highest level of attainment)*

Baseline: 47 # (*Average of total completers for the last three years – 2017-18; 2018-19; 2019-20*)
Standard: 49 #
Target: 51 #

Number of Completers *(unduplicated)* – Graduation Year – Summer, Fall, Spring				
Graduation Year	**Associate**	**Diploma**	**Certificate**	**Total**
2017-2018	19	2	8	29
2018-2019	31	2	26	59
2019-2020	16	1	37	54

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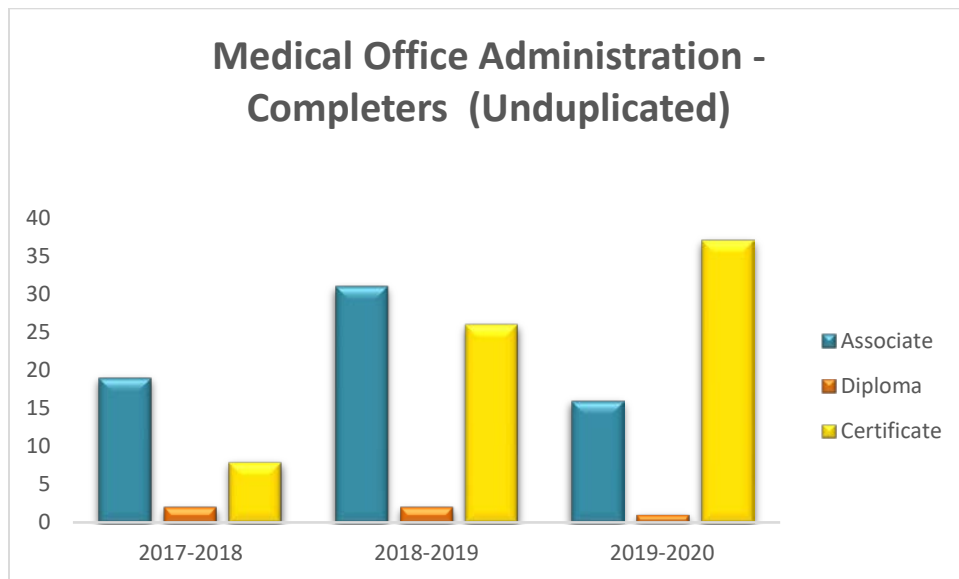
Provide narrative for analysis of completers. *(Based on the data, provide a narrative of your analysis of completions. Indicate factors that may have affected your completions. How might you increase the number of completers in your program?)*

Based on the data provided in the chart above, the number of completers in the Associate degree increased from 19 to 31 from 2017-2018 to 2018-2019; however, it decreased from 31 to 16 from 2018-2019 to 2019-2020. The number of completers in the Diploma remained steady with 2 from 2017-2018 to 2018-2019, and it decreased by 1 from 2018-2019 to 2019-2020. The Certificate increased each year. The number of completers in the Certificate increased from 8 to 26 from 2017-2018 to 2018-2019, and the number of completers increased even more from 26 to 37 from 2018-2019 to 2019-2020. It appears from the data that the number of students completing the Certificate program increased each year. Many factors affect completers. There are students who develop medical and/or personal issues that arise and cannot complete the program. There are students in the program who are military related and sometimes they relocate and cannot complete the program. Some students max out or lose their financial aid and cannot complete the program.   The data shows that the Certificate program completers more than tripled in the three-year cycle, which shows that students are definitely interested in at least completing a certificate to develop skills to help them be work ready in their field.   Achievement Coaches were added as a resource in the last couple of years, and the department is utilizing their assistance via Aviso to help reach the students in hopes that they can help them be successful. The MOA faculty also make personal

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Program Review and Outcome Assessments, 2020-21

calls, schedule personal one-on-one meetings with students as necessary, and help students complete their Financial Aid Appeals in order to help them complete their programs.

Provide narrative for analysis of completer standard/target. *(Identify standard and target. Standard is the acceptable performance, which must be higher than the baseline; Target is the desired performance, which must be higher than the standard.)*

New completer standard and target was set based on the three-year baseline data from 2017-18, 2018-19 and 2019-20.

The standard has been set at __49__ (#) and the target at __51__ (#).

Identify Completer Action Items
(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

| Item	Action Items *(Identify action items as a result of your program outcome assessment.)*	Target Date *(Identify your projected target date for completion of action items.)*	Assessment of Action Items *(How will you assess the results of action items?)*
1	Revamp and provide updated media and video resources in OST 247 and OST 248 that coincides with the updated 2021 Coding Manuals.	Spring 2022	Will use the end-of-the-semester Retention spreadsheets provided to us by the department's administrative assistant to assess the number of successful completers in OST 247 and OST 248.

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Outcome #2: Retention

Baseline: 61.7 % (*Average of last three years – 2017-18; 2018-19; 2019-20; fall-to-fall program retention*)
Standard: 62   %
Target: 64   %

2020-2021 Action / Strategy Items: *(carried forward outcomes)*

Item #	Action / Strategy Items: *(Actions / strategies identified in the 2019-20 program outcome assessment follow-up.)*	Results / Use of Results: *(Provide results of the action / strategy identified. Was the action / strategy successful? How do you know?)*
1	Make further use of the Aviso software to connect with students/advisees using the many resources this software offers. This software really became effective Fall 2018, and the MOA department would like to use it more in-depth along with our new achievement coach to connect with students/advisees in order to help them be successful in their courses.	Instructors in the Medical Office Administration Department faithfully use Aviso to connect and communicate with students about a variety of things. Instructors use Aviso to send students Early Alerts when the students are in danger of failing a class, in danger of being terminated from the class maybe due to excessive absences or failure to submit assignments. Instructors use Aviso to send positive messages to students as well. Instructors use Aviso to contact students to remind them of upcoming registrations and when it is time to apply for graduation. In Aviso, instructors have the option to send students an email or a text. Students seem to respond quicker when a text is sent. Instructors in the Medical and Office Administration Department feel the use of the Aviso software is working to connect with the students/advisees because when the software is used to send Early Alerts, texts, and other messages to the students, most students will reply fairly quickly. Strategies have been to utilize and work with the achievement coaches that have been assigned to the department. When instructors send an Early Alert to a student, a copy automatically goes to the achievement coach who is assigned to the student. The achievement coach then tries to contact the student to further assist them in helping them be successful in the class. The achievement coach also works closely with the instructor during this process. The department feels the achievement coaches are an added helpful resource.

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Year (Fall to Fall)	Program Fall Enrollment Cohort	Program Completers	Program Retained	Program Stop Outs	Program Transfers	Program Retention Rate
Fall 2017-Fall 2018	112	21	54	33	4	67.0%
Fall 2018-Fall 2019	116	27	42	42	5	59.5%
Fall 2019-Fall 2020	99	14	44	34	7	58.6%

Fall-Fall Medical Office Administration - Associate - Retention Rate
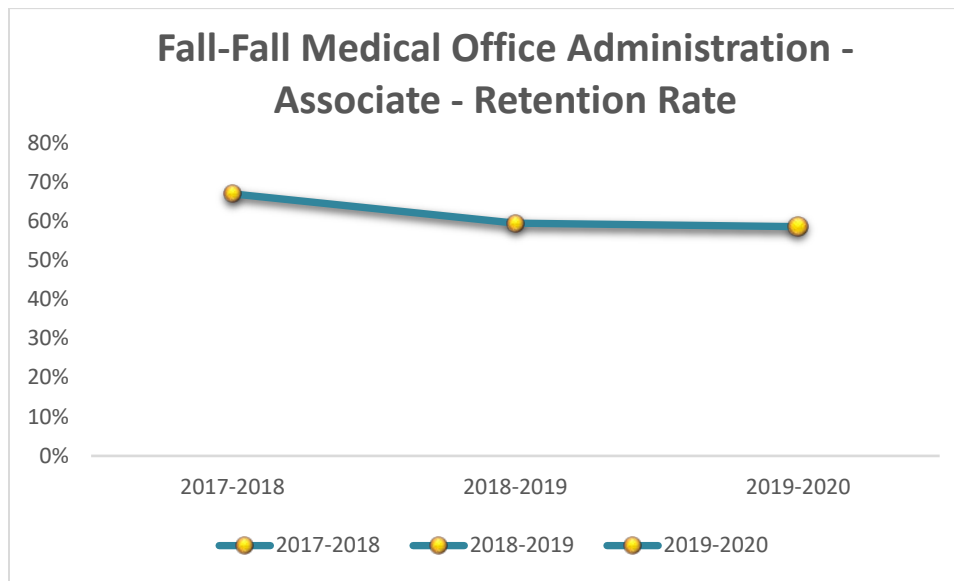
Provide narrative for analysis of program retention data. *(Based on the data, provide a narrative of your analysis of fall-to-fall retention. Indicate factors that may have affected your retention. State any changes you plan to make to improve retention.)*

Over the three-year cycle, the Program Fall Enrollment Cohort increased by 4 (from 112-116) from 2017-2018 to 2018-2019, and it decreased by 17 from 2018-2019 to 2019-2020. The Program Completers increased by 6 (from 21-27) from 2017-2018 to 2018-2019, and it decreased by 13 (27 to 14) from 2018-2019 to 2019-2020. The Program Retained decreased by 6 (from 54-42) from 2017-2018 to 2018-2019, and increased by 2 (from 42-44) from 2018-2019 to 2019-2020. There was an increase in Program Stop Outs (from 33-42) from 2017-2018 to 2018-2019, and a decrease (from 42-34) from 2018-2019 to 2019-2020. There was an increase in Program Transfers each year. The Program Retention Rate decreased a little over 7 percent from 2017-2018 to 2018-2019; however, it did not even decrease a full one percentage from 2018-2019 to 2019-2020 so the department feels that retention is remaining fairly steady. Many factors affect retention. There are students who develop medical and/or personal issues that arise and cannot complete the program. There are students in the program who are military related and sometimes they relocate and cannot complete the program. Some students max out or lose their financial aid and cannot complete the program. There are several things that the MOA faculty have discussed that they feel will help increase retention. This includes the change that was made from using the 7-point grading scale to the 10-point grading scale, revamping and providing updated media and video resources in OST 247 Procedure Coding and OST 248 Diagnostic Coding that coincides with the updated 2021 Coding Manuals, and restructuring/reorganizing the OST 289 Office Administration Capstone course. Faculty also hopes that the

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"Meet and Greet" sessions that have been held for new students over the last several semesters can soon be resumed because they feel that this helped with retaining the new students in the program.

Provide narrative for analysis of program retention standard/target. *(Identify standard and target. Standard is the acceptable performance, which must be higher than the baseline; Target is the desired performance, which must be higher than the standard.)*

New program retention standard and target was set based on the three-year baseline data from 2017-18, 2018-19, and 2019-20 fall to fall retention.

The standard has been set at __62__ (%) and the target at __64__(%).

Identify Retention Action Items
(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items *(Identify action items as a result of your program outcome assessment.)*	Target Date *(Identify your projected target date for completion of action items.)*	Assessment of Action Items *(How will you assess the results of action items?)*
1	Revamp and provide updated media and video resources in OST 247 and OST 248 that coincides with the updated 2021 Coding Manuals.	Spring 2022	Will use the end-of-the-semester Retention spreadsheets provided to us by the department's administrative assistant to assess the number of successful students retained in OST 247 and OST 248.

Outcome #3: Program Success Rate (all delivery methods)
(Duplicated based on number of courses taken by students in the program.) (Program Success Rate tab)

Baseline: 76 % (*Average program success students for the last three years – 2017-18; 2018-19; 2019-20*)
Standard: 78 %
Target: 80 %

Academic Year Fall, Spring, Summer	Program Enrolled Students	Program Success Students	Program Success Rate
2017-2018	694	524	76%
2018-2019	706	534	76%
2019-2020	640	485	76%

Provide narrative for analysis of student success in program courses. *(Are students more successful in program courses in face-to-face, online, hybrid, or blended methods of course delivery? Do you plan to make any changes to course offerings based upon your analysis of the data?)*

The Program Enrolled Students increased by 12 (694 to 706) from 2017-2018 to 2018-2019 and decreased by 66 (706-640) from 2018-2019 to 2019-2020.   The Program Success Students increased by 10 (524-534) from 2017-2018 to 2018-2019 and decreased by 49 (534-485) from 2018-2019 to 2019-2020. The Program Success Rate is 76%.

In the face-to-face classes, the Program Success Rate was at 100% in fall 2017. This rate decreased to 89% in spring 2019. There were no face-to-face classes taught in fall 2019 or spring 2020. In the blended classes, the Program Success Rate decreased from 87% in fall 2019 to 81% in spring 2020. The Total Program Success Rate was 85%. In the hybrid classes, the Program Success Rate increased from 75% in fall 2017 to 84% in spring 2018. There were no hybrid courses taught in summer 2018. From fall 2018 to spring 2019 the Program Success Rate decreased from 83% to 79%, and there were no hybrid courses taught in summer 2019. From fall 2019 to spring 2020 the Program Success Rate decreased from 88% to 73%. Overall the Total Program Success Rate decreased by only 2 percentage from summer 2018 to spring 2020. In the Internet classes, the Program Success Rate decreased from 76% in fall 2017 to 75% in spring 2018 and decreased again to 63% in summer 2018. This rate increased to 75% in fall 2018, increased again to 78% in spring 2019, and decreased to 66% in summer 2019. This rate increased to 74% in fall 2019, decreased to 73% in spring 2020, and increased again to 83% in summer 2020. Overall the Total Program Success Rate in Internet classes increased 1 percentage and remained there.

Students seem to be fairly successful in the face-to-face classes; however, the MOA faculty has found that most of the department's students need/want online classes and the face-to-face classes do not make. Therefore, the blended, hybrid, and online classes are the type of classes offered.   The success rate in the blended classes seem to be at a fairly high percentage as well holding at an overall of 85%, and the success rate in the hybrid classes seem to be holding fairly steady at 81%, 80%, and 79% respectively. Even though the Total Program Success Rate is a little lower in the Internet classes, they are holding fairly steady at 74% and 75% respectively. The MOA department plans to continue offering a variety of blended, hybrid, and Internet classes in the program to help meet the needs of the students.

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Provide narrative for analysis of student success in program courses standard/target. *(Identify standard and target. Standard is the acceptable performance, which must be higher than the baseline; Target is the desired performance, which must be higher than the standard.)*

New program success rate standard and target was set based on the three-year baseline data from 2017-18, 2018-19, and 2019-20.

The standard has been set at __78__ (%) and the target at __80__ (%).

Identify Student Success in Program Courses Action Items
(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items *(Identify action items as a result of your program outcome assessment.)*	Target Date *(Identify your projected target date for completion of action items.)*	Assessment of Action Items *(How will you assess the results of action items?)*
1	Revamp and provide updated media and video resources in OST 247 and OST 248 that coincides with the updated 2021 Coding Manuals.	Spring 2022	Will use the end-of-the-semester Retention spreadsheets provided to us by the department's administrative assistant to assess the number of successful students in OST 247 and OST 248.

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Outcome #4: Licensure and Certification Passing Rates (if applicable) (NCCCS Performance Measure)

Baselines were set based upon WCC's average college performance of the measure. Standards and targets were set using WCC's performance of the NCCCS Performance Measure results and are the same as those set in the WCC Strategic Plan for Institutional Effectiveness.

Baseline: N/A % (*Average of last three years NCCCS Reports; 2018, 2019, and 2020*)
Standard: N/A % (
Target: N/A %

Licensure / Certification Exam – (Title of License or Exam)

NCCCS Report	Exam Year	# Tested	# Passed	% Passing
2017	2015-16			
2018	2016-17			
2019	2017-18			
2020	2018-19			

Provide narrative for analysis of licensure / certification passing rates. *(Based on the performance measure data, provide a narrative of your analysis of licensure/certification. Are you satisfied with your program licensure or certification rates? State any changes you plan to make for continuous improvement.)*

Not applicable.

Provide narrative for analysis of licensure and certification passing rates standard/target. *(Standards and targets were set using WCC's performance of the NCCCS Performance Measure results and are the same as those set in the WCC Strategic Plan for Institutional Effectiveness.)*

Not applicable.

Identify Licensure and Certification Passing Rates Action Items
(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items *(Identify action items as a result of your program outcome assessment.)*	Target Date *(Identify your projected target date for completion of action items.)*	Assessment of Action Items *(How will you assess the results of action items?)*
1	Not applicable.		

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Section 5: Other Assessments

In addition to SACSCOC, is there an accrediting body specifically related to the program? If so, please name the professional organization, describe the program's current status, and include the most recent date of accreditation.

Not applicable.

Analysis of other assessments. *(Have you performed other assessments to evaluate the effectiveness of your program, to include surveys, self-assessments, or other assessment instruments used to evaluate the program. If so, please explain how information collected from the(se) assessments will be used to improve the program.)*

Not applicable.

Identify Other Assessment(s) Action Items *(if applicable)*
(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items *(Identify action items as a result of your program outcome assessment.)*	Target Date *(Identify your projected target date for completion of action items.)*	Assessment of Action Items *(How will you assess the results of action items?)*
1	N/A		
2			

Provide narrative for your program facility needs. If facilities are adequate, please confirm.

All seated and hybrid classes are taught in the Spruce Building on the main campus of Wayne Community College. The main classrooms used are Spruce 112, 114, and 214.

Presently, the facility is adequate to meet the needs of students and faculty within the Medical Office Administration program. All classrooms in the Spruce Building are equipped with wireless Internet access, digital projectors, and instructor stations to provide opportunities for enhanced class presentations. The MOA instructors have access to laptop carts as well to use in their classrooms if needed.

Provide narrative for academic / student support services. *(Are services adequate for your program?)*

There are several academic and student support services available to all WCC MOA students each semester. The college provides resources including: the Open Computer Lab, 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.

Planning Objectives (2017-18; 2018-19; 2019-20 – Fiscal Year, July 1-June 30)
Provide a summary of planning objectives submitted for the last three years, including the use of results of the planning objectives in the table provided.

Summary of Planning Objectives

Planning Year (Fiscal Year – July 1-June 30)	Department	Objective(s) Submitted	Use of Results
2017-18	Medical & Office Administration	Laptops and cart (Approved)	Several program areas including English, Mathematics, Business Administration, Medical Office Administration and Office Administration utilize the laptop cart and laptops when teaching classes in classrooms that are not traditional computer classrooms. This provides flexibility in teaching where students can always have access to a computer when needed for instruction.
2018-19	Medical & Office Administration	Remaining costs to host Chamber of Commerce "Business After Hours" event (Not approved)	Not funded. No action required.
2019-20	No planning objectives submitted for Medical & Office Administration	No planning objectives submitted for Medical & Office Administration	No planning objectives submitted for Medical & Office Administration

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

The Medical Office Administration Program is supported by the college with excellent facilities and continued funding. Both full- and part-time faculty are experienced and committed to student success. To meet the needs of the students, courses are offered as follows: blended, hybrid, online, and evening.

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 2018 the department started two new certificate programs: Medical Office Administration Certificate and Medical Office Administration/Medical Scribe Certificate. In fall 2019 an additional certificate was started: Medical Office Administration/Dental Office Certificate. All of these certificates can also be used as a Career and College Promise (CCP) pathway. Furthermore, the department has added CCP pathways for all of the certificates offered by the MOA department.

UNC Health Care acquired Wayne Memorial Hospital in Wayne County, Goldsboro, NC, and it is now called Wayne UNC Health Care. During the summer 2017, hospital administration discussed with administration at Wayne Community College that Wayne UNC Health Care would be hiring many medical scribe employees. To assist UNC Health Care in hiring trained individuals, the Medical and Office Administration Department at Wayne Community College developed a Medical Office Administration/Medical Scribe Certificate that was implemented beginning fall 2018. Courses in this certificate educate and train students to be work ready in these scribe positions. In fall 2018, there were 18 graduates from this certificate program, 18 graduates in spring 2019, 4 graduates in summer 2019, 8 students in fall 2019, 3 graduates in spring 2020, and 1 graduate in summer 2020.

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

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

To assist graduates with finding employment, an in-house database is maintained to gather current contact information, such as address, telephone number(s), and current personal e-mail address. When a job opportunity is presented to us, the faculty uses this contact information to contact graduates and provide them with this employment information. When graduates are hired, the faculty notates that in the database in order to keep up with graduates employed.

Through the years faculty in the department has worked closely with local businesses to assist students in gaining work experience, and some of these students achieve college credit for work based learning classes (WBL 110, WBL 111, WBL 112, and WBL 121). Some of these employment positions have been paid positions, internships, and some have been volunteer, which has provided students with valuable employment experience they could add to their resumes when searching for further employment after graduation.

Another positive note as noted in the Labor Market Data section above is that the MOA department has had several local employers hire some of the MOA graduates and the employers have had such good comments to share with us about them. After hiring one graduate, one employer said that the graduate/employee was so good that the employer wished that she had 12 more just like her. She then hired another graduate. Another employer commented that they knew that they had won "big" when they hired this particular graduate. They talked about what a hard worker that she was in their office and that they were so pleased that she was working with their office. Yet another employer spoke so highly of a graduate that she hired and said what a good work ethic the employee had and that she was thrilled to have her working with her company. This makes the MOA department feel that the MOA students are receiving the training and skills they need to be successful in the workplace.

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

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

One final strength of the program, as stated above, there are Career and College (CCP) pathways offered for every certificate in the MOA Department. In order 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.

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

When prospective students apply to attend Wayne Community College, an email is sent to the department chair. The department chair uses this email and personally calls the prospective student 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.

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

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Section 6: Outcomes Follow-Up and Approvals

Outcomes follow-up (year-end report) to be addressed spring semester following review year (2021-22 and 2022-23).

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 Administration

Haleigh Wilhide, Instructor, Medical and Office Administration

Approvals

1. Using DocuSign (electronic signature), the Office of Institutional Effectiveness (IE) will review the Program/Service Review and Outcome Assessments when completed by the responsible program/service personnel. The Office of Institutional Effectiveness will forward the review documents to the appropriate administrator (VP/AVP) upon completion.
2. Using DocuSign (electronic signature), appropriate Division Dean, Director, or AVP is asked to review and approve the Review and Outcome Assessment.
3. Using DocuSign (electronic signature), appropriate Vice President/Associate Vice President is asked to review and approve the Review and Outcome Assessments.

5/24/2021

Dean, Director, or AVP / Date: _____*Tracy M. Schmeltzer*_____

5/14/2021

IE Acceptance / Date: ___*Dorothy Moore*_____

5/24/2021

Administrator Approval / Date: _____*Patty Pfeiffer*_____