

# 2022 Annual Report

## MAERB

Institution Name: **Mayland Community College**

City, State: **Spruce Pine, NC**

ID Number: **6097**

Program Type: **Diploma**

Status: Submitted 5/19/23

Year	Retention	Graduate Participation	Graduate Satisfaction	Job Placement	Employer Surveys Sent	Employer Satisfaction	Exam Participation	Exam Passage	# Graduates by Admission Year	# Graduates by Year of Graduation
	>=60%	>=30%	>=80%	>=60%	=100%	>=80%	>=30%	>=60%		
2021	60.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	87.50%	6	8
2020	60.00%	0.00%	0.00%	0.00%	0.00%	0.00%	87.50%	57.14%	5	8
2019	66.67%	80.00%	100.00%	80.00%	100.00%	100.00%	90.00%	66.67%	9	10
2018	64.71%	35.71%	100.00%	100.00%	100.00%	100.00%	100.00%	78.57%	10	14
2017	87.50%						100.00%	91.67%	14	12
Cumulative	69.12%	52.50%	100.00%	75.00%	100.00%	100.00%	96.15%	78.00%	44	52

### General Information

The following questions should be answered to reflect your current program. The MAERB requires that every program fill out this information every year, even if the information has not changed from the previous year. The information allows us to doublecheck our database records and ensure that we have the most recent information.

- Award type (choose one: certificate, diploma, associate degree)  
Diploma
- Number of credit or clock hours of the accredited program?  
44 semester hours.
- How many semester/half-semester/quarters/modules is the program? Please specify the term type (for example, 4 semester or six quarters) in your response.  
3 semesters.
- What is the approximate percentage of students who enroll as full-time students?  
100%
- What is the name of the Program Director's immediate supervisor? This is the person who is to be copied on all MAERB correspondence.  
Kim Ledford, MSN, RN, CNE
- List any individual/s who is/are functioning as the Practicum Coordinator for your program.  
Susan J. Shephard, AAS, CCMA (NHA)
- How many full-time employees of your school, including the Program Director, teach at least one course that is unique to medical assisting?  
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- List the names of these full-time employees, if there are any. The Program Director's name should be included in this list, if the Program Director is a full-time employee and teaches at least one course that is unique to the medical assisting program.  
Susan Shephard, AAS, CCMA (NHA)
- How many part-time or adjunct faculty (i.e., faculty who teach at least one course that is unique to the medical assisting program curriculum) does the program employ?  
N/A
- List the names of these part-time or adjunct faculty members, if there are any. The Program Director's name should be included in this list, if the Program Director is a part-time employee and teaches at least one course that is unique to the medical assisting program.  
N/A
- Which of the following does your program use: 1. a trigger course to define your admission cohort or 2. a formal admission process which is specific to your MA program? Please see policy #205 in the MAERB Policy Manual. If your program uses a formal admissions process, you may not determine your admission cohort based on a Trigger Course. Call your Program Manager if you have any questions.  
Trigger course
- If you use a trigger course, supply the following information: alphanumeric abbreviation (e.g., MA 101) and term in which the trigger course is taught in the sequence of the program (e.g., first quarter or second module). If you use a formal admission process, answer "Not Applicable."  
MED-110: Orientation to Medical Assisting
- Are you using either the same trigger course or the same admission process for all five years of retention data on your current ARF?  
Yes.

## Enrollment, Retention and Graduation

Status: Submitted

MAERB Retention Threshold: 60%										
	Enrollment Date Month/Year (The month and year should match the date on your ARF Tracking Tool)	Number of New Students Enrolled in the Admission Cohort	Number of new Students Transferring In (from another school or program)	Total # of Students in the Admission Cohort	# of Students that are still "In-Progress" or "Stopped Out"	Attrition (# who dropped out) for Non-Academic reasons	Attrition (# who dropped out) due to Gen Ed courses	Attrition (# who dropped out) due to Professional (i.e., MA) courses	# of Admission Cohort that has Graduated as of today	
	January/2021	0	0	0	0	0	0	0	0	
	August/2021	10	0	10	0	0	0	4	6	
<b>Graduates for cohort/s admitted 2021</b>									6	60.00%
	August/2020	10	0	10	1	0	0	4	5	
<b>Graduates for cohort/s admitted 2020</b>									5	60.00%
	August/2019	15	0	15	1	3	1	1	9	
<b>Graduates for cohort/s admitted 2019</b>									9	66.67%
	August/2018	17	0	17	1	3	0	3	10	
<b>Graduates for cohort/s admitted 2018</b>									10	64.71%
	August/2017	16	0	16	0	2	0	0	14	
<b>Graduates for cohort/s admitted 2017</b>									14	87.50%
	Cumulative Total	68	0	68	3	8	1	12	44	69.12%

### Graduation Year Data Reporting

Status: Submitted

Year of Graduation	Total number of students who graduated in the calendar year regardless of when the students entered the program.
2021	8
2020	8
2019	10
2018	14
2017	12
Cumulative Total	52

### Graduate Survey Results

**Participation Threshold is not met.  
Satisfaction Threshold is not met.**

Status: Submitted

MAERB Participation Threshold: 30%; MAERB Satisfaction Threshold: 80%									
Year of Graduation	# of Graduates	# of Grad Surveys Sent	# of Graduate Surveys Returned	Graduate Survey Participation %	# of Positive Responses - Cognitive	# of Positive responses - Psychomotor	# of Positive responses - Affective	Number of Surveys with Overall Positive Responses	Graduate Survey Satisfaction %
2021	8	8	8	100%	8	8	8	8	100%
2020	8	0	0	0%	0	0	0	0	0%
2019	10	10	8	80%	8	8	8	8	100%
2018	14	14	5	35.71%	5	5	5	5	100%
Total	40	32	21	52.5%	21	21	21	21	100%

**Please complete the dialogue questions and action plan regarding graduate participation outcome below.**

- To what do you attribute the drop in the graduate participation rate for the second-to-last reporting year? Identify any program change(s) to which you can associate this result?
 

According to the Registrar's spreadsheet, one student dropped due to a grade of D in 2020FA; dropping in 2021FA, one student withdrew prior to census, and one withdrew on 10-21-21. I assumed the role of PD in 2022.
- When is the graduate survey conducted and by what type of process, electronic, face to face meeting, mail, etc.?
 

Surveys mailed to graduates.
- How many months after graduation are the graduate surveys sent out?
 

3-6 months post graduation (for the 2021/2022 class).
- What format do you use for distribution and follow-up of the surveys (i.e., email, telephone contacts, handouts)?
 

Email
- Who is responsible for distributing the surveys to the graduates?
 

Susan Shephard, MA Program Director
- Who is responsible for tracking and analyzing the results of the graduate surveys?
 

Susan Shephard, MA Program Director

**Complete the grid below, after providing a narrative for the above questions.**

	Analysis of Previous Year's Plan	Action Plan with Measurable Objectives	Responsible Party	Steps for Implementation	Timeline for Implementation of Each Step
	When I assumed the role of PD, I individually	Students were required to participate in	Susan Shephard, AAS, CCMA (NHA) Medical	Students are given surveys to rank the MA program	These new implementations toward a better

**Please complete the dialogue questions and action plan regarding graduate satisfaction outcome below.**

- To what do you attribute the drop in the graduate satisfaction rate for the second-to-last reporting year? Identify any program change(s) to which you can associate this result?  
 It is essential for students to participate in their learning experiences and for me, as the PD, to be available to students regarding their questions and suggestions in this program. I am working to increase the number of applicants to the MA program through our marketing director and high school programs, including each student's label for a better program.
- Describe the areas indicated for improvement by the graduates (e.g., facilities, job preparedness, job placement, salary, faculty, curriculum, practicum).  
 After taking over the program, students shared that they needed access to the materials needed for hands-on learning. They needed to feel prepared to enter the practicum portion of the program. Students were given access to supplies needed and passed their competencies for each block of instruction in a clinical setting. Students gained the knowledge and practical experience for waived testing and the understanding behind the tests they performed.
- What suggestions do your communities of interest have for improving graduate satisfaction?  
 More clinical and administrative hands-on participation. Students should be able to experience real-life situations and participate in critical thinking scenarios before the practicum portion of the program. This prepares them for fundamental interactions with patients and the work environment.
- Who is responsible for tracking and analyzing the results of the graduate satisfaction surveys?  
 Susan Shephard, MA Program Director

**Complete the grid below, after providing a narrative for the above questions.**

	Analysis of Plan	Area for Improvement	Action Plan	Responsible Party	How Plan Implemented	Timeline
	Increase access to materials and instruction	More practical hands-on experience for all	Allowing students to be active participants in all	Susan Shephard, MA Program Director	Cengage is the new platform for students. We are	Cengage was added in the fall semester of

**Job Placement Results**

**Placement Rate Threshold is not met.**

**Status: Submitted**

MAERB Positive Job Placement Threshold: 60%					
Year of Graduation	Total Number of Graduates	# of Grads who became Employed as Medical Assistant OR a Related Field	# of Grads who continued with education in allied health OR went into military	All other graduates who either didn't get a job as a MA or in a related field, didn't continue with their education or go into the military, or whose status is unknown	Positive Placement Rate
2021	8	8	0	0	100%
2020	8	0	0	8	0%
2019	10	7	1	2	80%
2018	14	10	4	0	100%
Total	40	25	5	10	75%

**Please answer the dialogue questions and complete the grid below.**

- To what do you attribute the drop in the job placement for the second-to-last reporting year? Identify any program change(s) to which you can associate this result?  
 NA
- Is the unemployment rate comparable for all job categories in your locale, or is it specific to healthcare related jobs?  
 I am not sure about unemployment in our area, but the need for medical assistants is great.
- What is the local job market for medical assisting graduates? Do the practicum sites you currently use have a history of hiring your graduates?  
 The need for medical assistants in our area is great. Graduates from our program are usually hired by their practicum site.
- Identify the factors that adversely affect positive placement of your graduates. Briefly explain the impact of each factor.  
 Job placement has been very positive for our students. Because of the need for medical assistants in our area, students are employed quickly.
- Who is responsible for tracking and analyzing the job placement of your graduates?  
 Susan Shephard, MA Program Director

**Complete the grid below, after providing a narrative for the above questions.**

	Analysis of Previous Year's Plan	Action Plan with Measurable Objectives	Responsible Party	Steps for Implementation	Timeline for implementation of Each Step

NA	We prepare students for practicum	Susan Shephard, MA Program Director	We are giving students the necessary	The program has been updated with more access to
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### Employer Survey Results

**Employer Surveys Sent % Threshold is not met.**  
**Satisfaction Threshold is not met.**

**Status: Submitted**

MAERB Employers Surveys Sent Threshold: 100%; MAERB Satisfaction Threshold: 80%										
Year of Graduation	# Employed as MA or Related Field	# of Employer Surveys Sent	Employer Surveys Sent %	# of Employer Surveys Returned	Employer Survey Participation %	# of Positive Responses - Cognitive	# of Positive Responses - Psychomotor	# of Positive Responses - Affective	Number of Surveys with Overall Positive Responses	Employer Survey Satisfaction %
2021	8	8	100%	8	100%	8	8	8	8	100%
2020	0	0	0%	0	0%	0	0	0	0	0%
2019	7	7	100%	4	57.14%	4	4	4	4	100%
2018	10	10	100%	5	50%	5	5	5	5	100%
Total	25	25	100%	17	68%	17	17	17	17	100%

**Please complete the dialogue questions and action plan regarding employer survey Surveys Sent % outcome below.**

1. What is the most common means by which you find out where a graduate has become employed? (e.g., completed graduate survey, personal contact, etc.) Personal contact with students. I contact students periodically to see how they are doing and what they have learned. I will follow up with each student before and after graduation.
2. How many months after the graduate obtains a job as a medical assistant or in a related field is the employer survey sent to the employer? I sent the employer survey out after the practicums were completed. If I do not hear back from the employers, I will resubmit the surveys two months after graduation.
3. Who is responsible for tracking and analyzing the results of the employer surveys? Susan Shephard, AAS, CCMA (NHA), Medical Assisting Program Director
4. Is there anything preventing you from being able to send an employer survey regarding each graduate who obtained a job as a medical assistant or in a related field? The program has an excellent working relationship with all practicum sites. I sent employer surveys to all practicum sites but received only two responses.

**Complete the grid below, after providing a narrative for the above questions.**

	Analysis of Previous Year's Plan	Action Plan with Measurable Objectives	Responsible Party	Steps for Implementation	Timeline for Implementation of Each Step
	I was not able to locate physical surveys from the	I will stress the importance of completing surveys	Susan Shephard, MAPD	After completion of practicum rotations, I will	I will ensure the practicum site receives surveys
	I was not able to locate physical surveys from the	I will stress the importance of completing surveys	Susan Shephard, MAPD	After completion of practicum rotations, I will	I will ensure the practicum site receives surveys
	I was not able to locate physical surveys from the	I will stress the importance of completing surveys	Susan Shephard, MAPD	After completion of practicum rotations, I will	I will ensure the practicum site receives surveys

**Please complete the Dialogue Questions and Action Plan regarding Employer Survey Satisfaction outcome below**

1. To what do you attribute the drop in the employer satisfaction rate for the second-to-last reporting year? Identify any program change(s) to which you can associate this result? I can only speak for the changes I made after becoming the MAPD. I instruct using the text, online formats, scenarios, and roleplay for students.
2. Describe the areas indicated for improvement in graduates' job performance. Indicate if each of these is in the graduate(s) knowledge, performance or behavior. Graduates are better prepared to enter their clinical portion of the program. Through roleplay, they are subjected to "real world" scenarios they will encounter in the work place.
3. What suggestions do your communities of interest, including the employers, have for improving employer satisfaction? To allow students to perform waived testing and other procedures before entering the practicum portion of the program.
4. Who is responsible for tracking and analyzing the results of the employer satisfaction surveys? Susan Shephard, MAPD

**Complete the grid below after providing a narrative for the above questions.**

	Analysis of Previous Year's Plan	Action Plan with Measurable Objectives	Responsible Party	Steps for Implementation	Timeline for Implementation of Each Step
	I was not able to locate physical surveys from the	It will be of more significant benefit if I bring the surveys to	Susan Shephard, MAPD	Upon completion of practicum rotations, I will schedule a time	I will meet with the providers within 30 days of students

A \$200 administrative fee will be charged for any error on the ARF

## Participation

MAERB Participation Threshold: 30%									
	Year of Graduation	Total # of Graduates	# who took CMA (AAMA) exam	# who took RMA (AMT) exam	# who took NCMA (NCCT) exam	# who took CCMA (NHA) exam	# who took CMAC (AMCA) exam	# who took MORE THAN ONE different exam	Exam Participation Rate %
	2021	8	8	0	0	0	0	0	100%
	2020	8	7	0	0	0	0	0	88%
	2019	10	9	1	0	0	0	1	90%
	2018	14	14	0	0	0	0	0	100%
	2017	12	12	3	0	0	0	3	100%
	Total	52	50	4	0	0	0	4	96%

## Passage

MAERB Passage Threshold: 60%									
	Year of Graduation	Total # of persons who took an exam	# passing CMA (AAMA) exam	# passing RMA (AMT) exam	# passing NCMA (NCCT) exam	# passing CCMA (NHA) exam	# passing CMAC (AMCA) exam	# who passed MORE THAN ONE exam	Exam Passage Rate %
	2021	8	7	0	0	0	0	0	88%
	2020	7	4	0	0	0	0	0	57%
	2019	9	5	1	0	0	0	0	67%
	2018	14	11	0	0	0	0	0	79%
	2017	12	8	3	0	0	0	0	92%
	Total	50	35	4	0	0	0	0	78%

**Please complete the dialogue questions below about passage rate.**

- How do you prepare students to take the CMA (AAMA), RMA (AMT), NCMA (NCCT), CCMA(NHA), and/or CMAC(AMCA) exams? I used the AAMA exam prep material and gave students mock exam questions to complete. We reviewed these exams multiple times.
- What areas of student weakness have been identified by exam results? NA
- Were the examination results discussed with the communities of interest, and what were their recommendations? NA

**Complete the grid below, after providing a narrative for the above questions.**

	Analysis of Previous Year's Plan	Action Plan	How Plan Implemented	Timeline for implementation
	Before assuming the role of PD, students shared that they needed to	Students were instructed to use hands-on and interactive techniques.	Students were given a crash course using lab supplies to perform	Three months after taking over the program, students passed their

