

**Coordinating Commission for Postsecondary Education
Review of Existing Instructional Programs**

Institution: Central Community College **Program:** Medical Assisting

I certify the following:

- the information provided regarding this program is accurate
- the above-named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution’s governing board on **May 21, 2026**
- the governing board’s action was: **Approved - pending**

Signed: _____
(Chief Academic Officer or designated representative)

(Date)

Evidence of Demand and Efficiency

		20-21	21-22	22-23	23-24	24-25	5 yr avg*
Student Credit Hours (SCH)		702	532	440	474	401	509.80
Faculty Full-time Equivalency (FTE)		1.96	2.45	2.23	2.28	1.68	2.12
SCH/Faculty FTE		358.16	217.14	194.31	207.89	238.69	240.47
Number of Degrees and Awards <i>(list degrees/awards separately)</i>	AAS	15	14	7	5	10	10.2
	Diploma	0	0	0	0	8	1.6
	Certificate	14	7	15	7	5	9.6
	Total Awards	29	21	22	12	23	21.4

*By term analysis combined to conduct an annual review. Numbers reported reflect 3 negotiated contract periods (FA17-SU20, FA20-SU22, FA22-SU25). Numbers for 22-23 and 23-24 FTE reflect updated tracking method for part-time instructors.

Evidence of Need (provide a detailed explanation below or attach documentation)

Justification if the program is below either of the CCPE thresholds—complete page 2

For CCPE use: reviewer/date

Justification if the program is below CCPE thresholds—check one or more boxes and provide a detailed explanation or attach a document

Program is critical to the role and mission of the institution (detailed explanation).

The Medical Assisting (MEDA) program is central to Central Community College's mission of maximizing student and community success by preparing a skilled, workforce-ready healthcare pipeline for the region. The program provides accessible, high-quality education that meets students where they are, serving a significant population of part-time, working, and non-traditional students who balance employment and family responsibilities while pursuing a healthcare career.

Through a flexible, web-blended delivery model and stackable credential pathways (certificate, diploma, and AAS), the program supports both entry into and advancement within the healthcare field. Over the past five years, the program has consistently produced strong outcomes, including 107 total credentials awarded (21.4 annual average), and a 95.3% rate of graduates employed or continuing their education, demonstrating clear alignment with institutional goals related to student success and workforce preparation.

Program contains courses supporting general education or other programs (detailed explanation).

Interdisciplinary program (providing the program meets the requirements set in the existing policy for interdisciplinary programs) (explain).

Student or employer demand, or demand for intellectual property is high and external funding would be jeopardized by discontinuing the program (explain).

Program provides unique access to an underserved population or geographical area (explain).

Program meets a unique need in the region, state, or nation (explain).

Program is newly approved within the last five years (no additional justification needed).

Other (detailed explanation).

Student credit hours per faculty FTE (240.47) are below the CCPE benchmark. That is influenced by how the program is designed, particularly the hands-on lab components that require smaller groups (1:8 ratio) to ensure students are truly prepared and safe in clinical settings.



Medical Assisting

Coordinating Commission Seven-Year Review 2026

Information in this report reviewed and recommended to cabinet:

Central Community College Educational Services, 04/23/2026

Recommended continuation of programs without monitoring:

Central Community College College Cabinet, 05/07/2026

Central Community College Board of Governors, 05/21/2026-PENDING

Michel McKinney, CMA (AAMA) - Program Director
Carol Muske, CMA (AAMA) - Program Instructor

Kerri Dey - Associate Dean of Instruction, Health Sciences
Dr. Sarah Kort - Dean of Instruction, Health Sciences
Dr. Marcie Kemnitz - Division Vice President, Health Sciences

Medical Assisting Program

Program Review Summary – Dr. Sarah Kort

The Medical Assisting (MEDA) program at Central Community College plays an important role in preparing students for meaningful careers in healthcare while also supporting the workforce needs of our region.

Over the past five years, the program has remained steady and productive. On average, the program generated 509.8 student credit hours annually and maintained a strong course completion rate of 90.4%. During that same time, 107 total credentials were awarded, averaging 21.4 each year, which exceeds CCPE expectations. The AAS degree continues to be the primary credential, supported by certificate and diploma options that give students multiple entry points and stackable credential opportunities. These both support students' ability to get into the workforce quickly and continue building their skills over time.

What stands out most is how well students are prepared when they leave the program. Approximately 95.3% of graduates are either working or continuing their education, and we hear from employers that our students are ready, both in the clinical and administrative aspects of the job. Our advisory board and healthcare partners continue to be strong supporters of the program and rely on it as a key pipeline for their workforce needs.

The program also plays a critical role in rural communities where access to trained healthcare workers is essential. By offering flexible delivery and multiple pathways, the program creates opportunities for students who may not otherwise be able to pursue healthcare training. We are continuing to build on that by strengthening recruitment efforts, especially through connections with Nursing Assistant and Medication Aide programs, helping students see a clear pathway to continue their education and grow within healthcare.

At the same time, we are paying attention to areas where we can improve. Student credit hours per faculty FTE (240.47) are below the CCPE benchmark. That is influenced by how the program is designed, particularly the hands-on lab components that require smaller groups (1:8 ratio) to ensure students are truly prepared and safe in clinical settings. The Program Director also carries both teaching and administrative responsibilities. (50/45) These requirements support quality, but we also recognize the need to continue looking at scheduling, enrollment patterns, and retention, especially for part-time students, to strengthen overall efficiency.

Overall, the MEDA program is doing what it is intended to do, supporting students, meeting workforce needs, and providing a strong pathway into healthcare careers. With continued focus on recruitment, retention, and program efficiency, it is well-positioned to remain a valuable and relevant program for the communities we serve.

Program: Medical Assisting

I. College Mission: Central Community College maximizes student and community success.

II. College Vision:

CCC's vision is to be a leader through measuring:

- Student success in reaching their educational goals through a quality education led by dedicated faculty and staff, resulting in career opportunities, credit transfers, continued education, and a positive return on investment for students and the community.
- Preparation of a skilled workforce through expanded work-based learning partnerships and entrepreneurship opportunities, while utilizing modern facilities, technologies, and alumni engagement.
- Partnerships with public and private entities to develop innovative solutions that address the evolving needs of current and future residents and our communities.

III. Program Mission Statement:

The Medical Assisting Program is committed to providing quality education to students preparing for a career as a medical assistant.

IV. Program Vision Statement:

The Medical Assisting Program will provide students with a quality educational program using state-of-the-art technology and equipment. Continuous quality improvement principles, with on-going support from the medical community, will be utilized to ensure the program exceeds the standards set forth by the Association of Medical Assistants Endowment.

We value:

- Student success.
- On-going relationships with graduates as life-long learners and supporters of the program.
- Collaboration with other medical assisting programs, the CCC health and business programs, secondary schools, medical facilities, and employers
- Providing courses that afford students quality learning experiences, regardless of delivery mode or location.
- Maintaining professional relationships with clinical sites.
- Providing professional development opportunities for faculty and staff.
- Promotion of medical assisting as a progressive career.

Labor Market Data

Labor market data is provided by Lightcast, which shows which jobs, skills, and education are in demand in CCC’s service area, Nebraska, and nationally. It pulls information from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics, and is enriched with data from online social profiles, resumes, and job postings to provide a complete view of the workforce.

Report Parameters: 2026 to 2031 Forecast

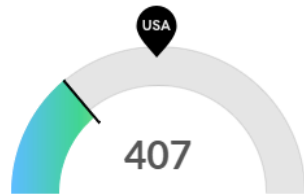
Lightcast Q4 2025 Data Set

MEDA Occupations:

SOC Code	SOC Title	SOC Definition
31-9092	Medical Assistants	Perform administrative and certain clinical duties under the direction of a physician. Administrative duties may include scheduling appointments, maintaining medical records, billing, and coding information for insurance purposes. Clinical duties may include taking and recording vital signs and medical histories, preparing patients for examination, drawing blood, and administering medications as directed by physician. Excludes “Physician Assistants” (29-1071).

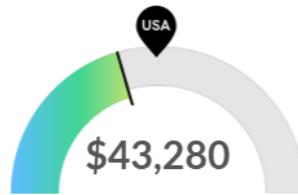
Job Demand Summary

Light Job Posting Demand Over a Thin Supply of Regional Jobs



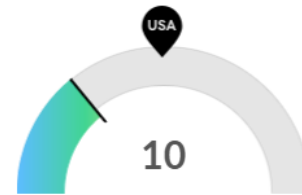
Jobs (2026)

Your area is not a hotspot for this kind of job. The national average for an area this size is 868* employees, while there are 407 here.



Compensation

Earnings are about average in your area. The national median salary for Medical Assistants is \$44,149, compared to \$43,280 here.



Job Posting Demand

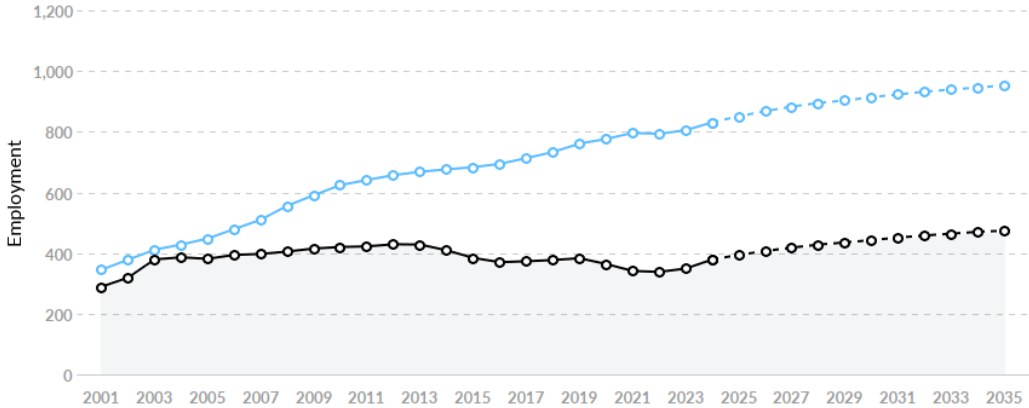
Job posting activity is low in your area. The national average for an area this size is 20* job postings/mo, while there are 10 here.

*National average values are derived by taking the national value for Medical Assistants and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Jobs Forecast

Regional Employment Is Lower Than the National Average

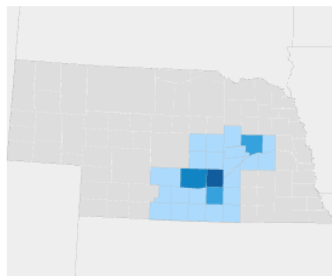
An average area of this size typically has 868* jobs, while there are 407 here. This lower than average supply of jobs may make it more difficult for workers in this field to find employment in your area.



Region	2026 Jobs	2031 Jobs	Change	% Change
● CCC Service Area	407	451	44	10.7%
● National Average	868	923	55	6.4%

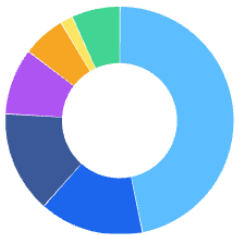
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Regional Breakdown



County	2026 Jobs
Hall County, NE	150
Buffalo County, NE	85
Platte County, NE	49
Adams County, NE	41
Dawson County, NE	12

Most Jobs are Found in the Offices of Physicians Industry Sector

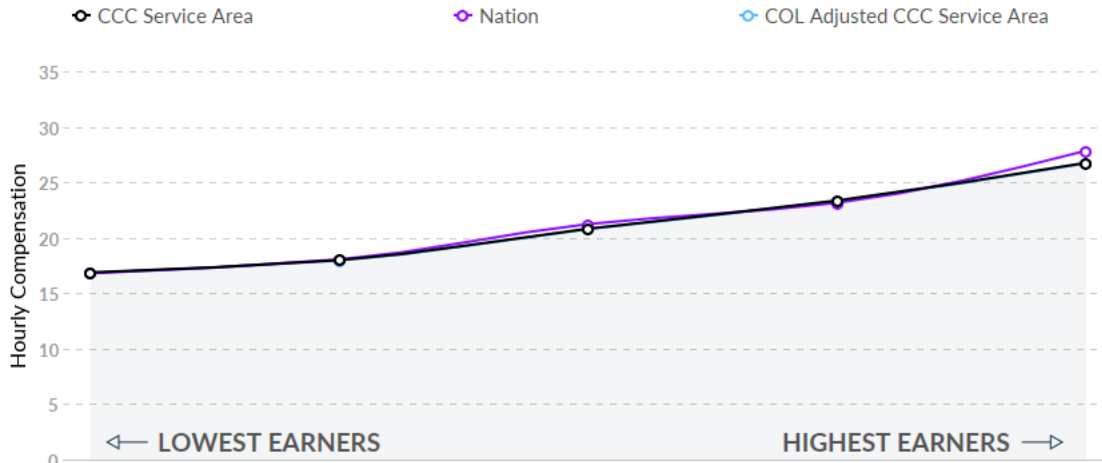


Industry	% of Occupation in Industry (2026)
● Offices of Physicians	46.7%
● General Medical and Surgical Hospitals	14.8%
● Offices of Other Health Practitioners	14.4%
● Outpatient Care Centers	9.4%
● Education and Hospitals (Local Government)	6.1%
● Continuing Care Retirement Communities and Assisted Living Facilities for the Elderly	1.8%
● Other	6.9%

Compensation

Regional Compensation Is 2% Lower Than National Compensation

For Medical Assistants, the 2024 median wage in your area is \$20.81/hr, while the national median wage is \$21.23/hr.



Job Posting Activity



115 Unique Job Postings

The number of unique postings for this job over the last 12 months.



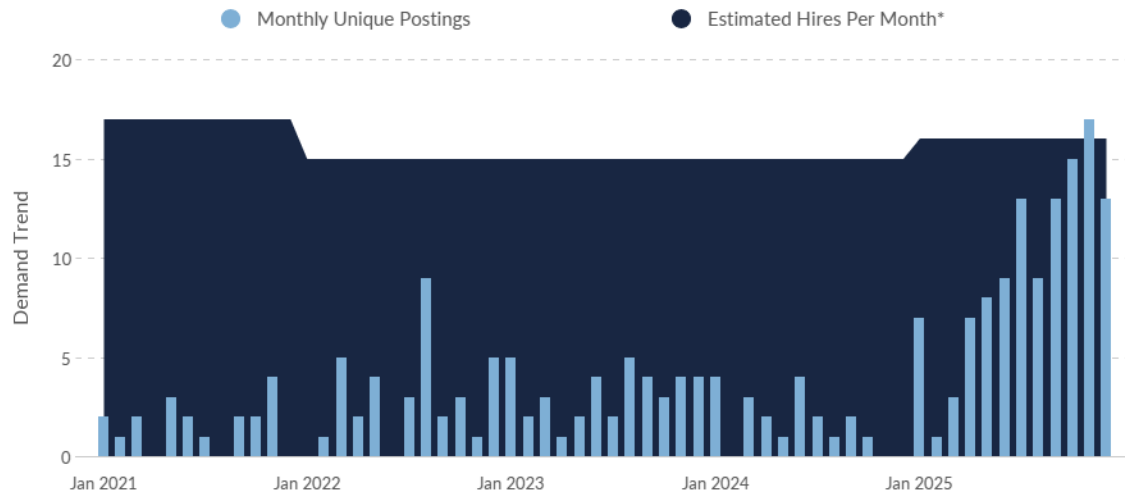
34 Employers Competing

All employers in the region who posted for this job over the last 12 months.



22 Day Median Duration

Posting duration is 2 days shorter than what's typical in the region.



Occupation	Avg Monthly Postings (Jan 2025 - Dec 2025)	Avg Monthly Hires (Jan 2025 - Dec 2025)
Medical Assistants	10	16

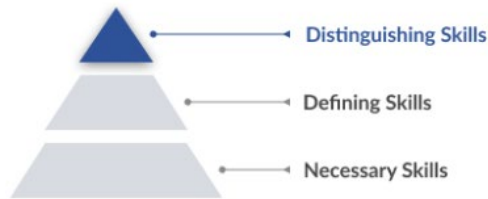
*A hire is reported by the Quarterly Workforce Indicators when an individual's Social Security Number appears on a company's payroll and was not there the quarter before. Lightcast hires are calculated using a combination of Lightcast jobs data, information on separation rates from the Bureau of Labor Statistics (BLS), and industry-based hires data from the Census Bureau.

Top Companies	Unique Postings
NavitsPartners	23
Bryan Health	16
Healthstat	16
Northwell Health	8
CommonSpirit Health	5
Marathon Health	5
Mary Lanning Healthcare	3
Nurses Etc. Staffing	3
Amer Technology	2
Everside Health	2

Top Job Titles	Unique Postings
Medical Assistants	69
Certified Medical Assistants	19
Clinic Medical Assistants	3
Family Support Specialists	3
Child and Adolescent Case M:	2
Clinical Assistants	2
Health Services Assistants	2
Bilingual Spanish Customer Se	1
Clinic Administrative Assistant	1
Clinic Certified Medical Assist	1

Top Distinguishing Skills By Demand

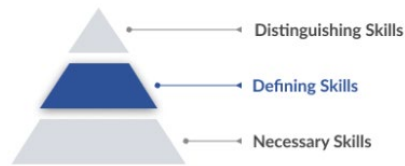
An occupation's Distinguishing Skills are the advanced skills that are called for occasionally. An employee with these skills is likely more specialized and able to differentiate themselves from others in the same role.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Intramuscular Injection	✘	25	+21.3%	Rapidly Growing
Heart Rate	✘	7	+18.4%	Growing
Follow-Up Care	✘	5	+21.8%	Rapidly Growing
Dressing Changes	✘	5	+12.5%	Growing
Point-Of-Care Testing	✘	5	+7.8%	Stable
Patient Interviews	✘	4	+9.1%	Growing
Diagnostic Tests	✘	3	+9.6%	Growing
Dermatology	✘	3	+8.1%	Stable
Urgent Care	✘	2	+15.1%	Growing
Specimen Preparation	✘	1	+7.5%	Stable

Top Defining Skills By Demand

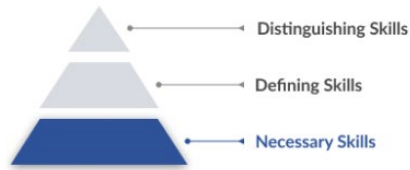
An occupation's Defining Skills represent the day-to-day tasks and responsibilities of the job. An employee needs these skills to qualify for and perform successfully in this occupation.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Medical Assistance	✓	97	+11.9%	Growing
Vital Signs	✗	77	+17.2%	Growing
Basic Life Support (BLS) Certification	✗	61	+13.9%	Growing
Phlebotomy	✗	53	+12.7%	Growing
Medical Records	✗	44	+12.5%	Growing
Intravenous Therapy	✗	36	+13.0%	Growing
Electrocardiography	✗	32	+11.4%	Growing
Electronic Medical Record	✗	31	+12.1%	Growing
Certified Medical Assistant (CMA)	✗	25	+9.1%	Growing
Venipuncture	✗	23	+11.6%	Growing

Top Necessary Skills By Demand

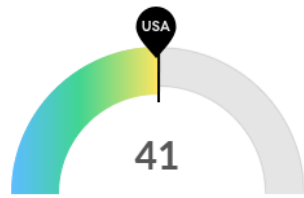
An occupation's Necessary Skills are the specialized skills required for that job and relevant across other similar jobs. An employee needs these skills as building blocks to perform the more complex Defining Skills.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Cardiopulmonary Resuscitation (CPR) Certification	✗	26	+14.8%	Growing
Primary Care	✗	26	+11.3%	Growing
Cardiopulmonary Resuscitation (CPR)	✗	15	+14.8%	Growing
Medication Administration	✗	13	+14.3%	Growing
Patient Assistance	✗	9	+10.4%	Growing
Infection Control	✗	9	+17.1%	Growing
Patient Education And Counseling	✗	9	+11.6%	Growing
Triage	✗	9	+13.5%	Growing
Front Office	✗	8	+13.5%	Growing
Nursing	✗	8	+20.1%	Rapidly Growing

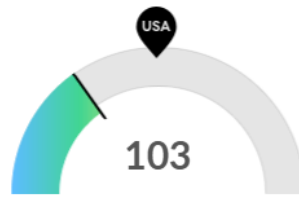
Occupation Demographics

Retirement Risk Is About Average, While Overall Diversity Is Low



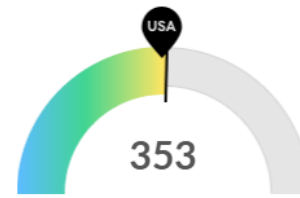
Retiring Soon

Retirement risk is about average in your area. The national average for an area this size is 41* employees 55 or older, while there are 41 here.



Racial Diversity

Racial diversity is low in your area. The national average for an area this size is 197* racially diverse employees, while there are 103 here.



Gender Diversity

Gender diversity is about average in your area. The national average for an area this size is 346* female employees, while there are 353 here.

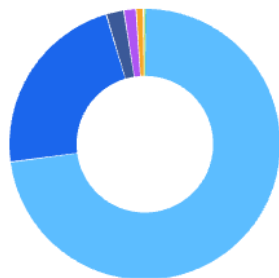
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Occupation Age Breakdown



	% of Jobs	Jobs
14-18	1.3%	5
19-24	17.3%	66
25-34	32.0%	121
35-44	24.6%	93
45-54	13.8%	52
55-64	8.2%	31
65+	2.7%	10

Occupation Race/Ethnicity Breakdown



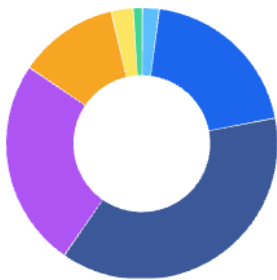
	% of Jobs	Jobs
White	72.8%	276
Hispanic or Latino	22.5%	85
Black or African American	2.1%	8
Asian	1.4%	5
Two or More Races	0.8%	3
American Indian or Alaska Native	0.2%	1
Native Hawaiian or Other Pacific Islander	0.0%	0

Occupation Gender Breakdown



	% of Jobs	Jobs
Males	6.8%	26
Females	93.2%	353

National Educational Attainment



	% of Jobs
Less than high school diploma	2.0%
High school diploma or equivalent	19.9%
Some college, no degree	37.7%
Associate's degree	24.8%
Bachelor's degree	11.9%
Master's degree	2.6%
Doctoral or professional degree	1.1%

Occupational Programs



2 Programs

Of the programs that can train for this job, 2 have produced completions in the last 5 years.

CIP Code Top Programs

51.0999	Allied Health Diagnostic, Intervention, and Treatment Professions, i
51.0801	Medical/Clinical Assistant

Top Schools

University of Nebraska at Kearney
Central Community College



70 Completions (2024)

The completions from all regional institutions for all degree types.



64 Openings (2024)

The average number of openings for an occupation in the region is 28.

Completions (2024)

58	<div style="width: 85%;"></div>
12	<div style="width: 15%;"></div>

Completions (2024)

58	<div style="width: 85%;"></div>
12	<div style="width: 15%;"></div>

Key Trends and Insights of Labor Market Data:

Economic modeling data from Lightcast indicates continued workforce demand for Medical Assistants within CCC's service area and beyond. The 2026–2031 forecast projects ongoing employment opportunities for this occupation as healthcare systems expand outpatient and preventative care services.

Job posting and skill demand data show that employers are seeking graduates with both clinical and administrative competencies, including patient care, vital sign collection, electronic health record documentation, scheduling, and communication skills. These competencies align closely with the MEDA curriculum, which integrates clinical laboratory training with administrative medical office procedures.

Compensation and employment projections suggest that Medical Assisting remains a viable entry-level healthcare career pathway. Overall, the labor market data supports continued demand for MEDA graduates and reinforces the program’s role in preparing students for positions within the regional healthcare workforce.

Supporting Data

Awards

Degree/ Credential Awarded	2020-21	2021-22	2022-23	2023-24	2024-25	5-yr total	5-yr avg.
AAS	15	14	7	5	10	51	10.2
Diploma	0	0	0	0	8	8	1.6
Certificate	14	7	15	7	5	48	9.6
Total Awards	29	21	22	12	23	107	21.4
Unduplicated # of graduates	24	15	18	11	19	87	17.4

	2020-21	2021-22	2022-23	2023-24	2024-25	5-yr total	5-yr avg.
Degrees	15	14	7	5	10	51	10.20
Total awards	29	21	22	12	23	107	21.40
FT program faculty	1.96	2.45	2.23	2.28	1.68	10.60	2.12
Degrees/ FT faculty	7.65	5.71	3.14	2.19	5.95	4.81	4.81
Awards/ FT faculty	14.80	8.57	9.87	5.26	13.69	10.09	10.09

LOA	Award Name	2020-21	2021-22	2022-23	2023-24	2024-25	5-yr total	5-yr avg.
AAS_MEDA	Medical Assisting Degree	15	14	7	5	10	51	10.2
DIP_MEDA	Medical Assisting Diploma					8	8	8.0
CER_MEDA.A	Administrative Medical Office Certificate	14	7	15	7	5	48	9.6
TOTAL		29	21	22	12	23	107	21.4

Key Trends and Insights of 2024-25 Awards:

Over the five-year review period, the MEDA program awarded a total of 107 credentials, with a five-year average of 21.4 awards per year. Annual totals fluctuated during this period, ranging from a high of 29 awards in 2020-21 to a low of 12 in 2023-24, followed by a rebound to 23 awards in 2024-25.

The AAS degree remains the primary credential awarded within the program. A total of 51 AAS degrees were awarded over the five-year period, with a five-year average of 10.2 degrees per year, meeting the CCPE minimum performance standard of 10 degrees. While degree production declined in 2022-23 and 2023-24, the number of degrees awarded increased to 10 in 2024-25.

In addition to the AAS degree, the program offers certificate and diploma pathways that provide students with multiple credential options aligned with workforce entry points. Certificate awards totaled 48 over the five-year period, with a five-year average of 9.6. The Medical Assisting Diploma was introduced during the review period, with eight diplomas awarded in 2024-25, expanding the program’s stackable credential structure.

The number of unduplicated graduates totaled 87 over the five-year period, with a five-year average of 17.4 graduates annually. Because students may earn more than one credential as they progress through the program, the total number of awards exceeds the number of individual graduates. This reflects the program’s stackable credential model, which allows students to earn certificates, diplomas, and degrees as they advance through the Medical Assisting curriculum.

Overall, the awards data indicate that the MEDA program continues to produce a consistent number of graduates and credentials while providing multiple pathways for students to complete workforce-relevant credentials.

Student Credit Hours Produced per Faculty FTE

	2020-21	2021-22	2022-23	2023-24	2024-25	5-yr avg.
Student credit hours (SCH)	702	532	440	474	401	509.80
Faculty full-time equivalency (FTE)	1.96	2.45	2.23	2.28	1.68	2.12
SCH/ Faculty FTE	358.16	217.14	197.31	207.89	238.69	240.47

Source: Program Stats by Alpha and Instructor-Student FTE reports.

**By term analysis combined to conduct an annual review. Numbers reported reflect 3 negotiated contract periods (FA17-SU20, FA20-SU22, FA22-SU25). Numbers for 22-23 and 23-24 FTE reflect updated tracking method for part-time instructors.*

Key Trends and Insights of 2024-25 Student Credit Hours/ Faculty FTE:

Student credit hour production within the MEDA alpha has declined over the five-year review period, decreasing from 702 student credit hours in 2020-21 to 401 in 2024-25, with a five-year average of 509.8. Although a slight increase occurred in 2023-24, the overall trend reflects lower credit hour production within the MEDA alpha in recent years. FTE fluctuated during the review period, ranging from a high of 2.45 in 2021-22 to a low of 1.68 in 2024-25, with a five-year average of 2.12.

The ratio of student credit hours per faculty FTE declined from 358 in 2020-21 to 239 in 2024-25, with a five-year average of 240.47. This average falls below the CCPE minimum performance standard of 275 SCH per faculty FTE. While the ratio has improved slightly since 2022-23, it remains below the benchmark.

The MEDA Program Director maintains a 55% teaching load and 45% director duty load in accordance with Faculty Load Guidelines. In addition, several MEDA courses include hands-on lab skill components that require lower instructor-to-student ratios. Lab components are delivered at an instructional ratio of 1:8. Future program review will include examination of course-level enrollment patterns and curriculum structure to identify opportunities to strengthen credit hour production while maintaining appropriate instructional ratios.

Vice President Summary Statement:

The Medical Assisting program has demonstrated a commitment to student success and to helping meet the community's needs for medical assistants. Enrollment in the program has been relatively stable, with slight increases over the five-year period, with the capacity to grow. While the program did not meet the CCPE minimum threshold for SCH/FTE, it exceeded the required minimum average of 10 degrees over the same five-year period. Maximizing enrollment growth will remain a top priority, strengthening the program and ensuring continued success.

- Meeting workforce needs, as there continue to be ample job opportunities for graduates.
- Recent addition of a diploma offers students more flexibility if getting a degree is not their goal.
- SCH/FTE, while below the threshold, has been rising in the past couple of years, but will still likely continue to be on the low end because of the requirement of a 1:8 student/faculty ratio.
- Average unduplicated headcount over a 5-year period is 32 students.