

Health Care Reimbursement - Certificate - Full Review & SLOA

Current Compliance Year: 2022-2023

Full review

Recent Recommendations

Feedback will include recommendations from the last Expedited Review or from your most recent review by your school or college. You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

Response to Previous Recommendations (if any):

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Student Learning Outcomes

The previous Student Learning Outcomes Assessment has been submitted as its own report. Going forward you will use the following prompts to discuss the success of your most recent SLOA plan and address your assessment activities since your last SLOA report (typically the past two years or since your last program review).

Learning outcomes feedback from last review:

Feedback will be provided once you have completed a full or mid-cycle review.

Discuss your SLOA findings, changes you are making and what you hope to see as a result:

The Healthcare Reimbursement Certificate degree is the only all online program in Allied Health. Strictly online is itself a plus for many of our students. We also have had students across the country enrolled in this program. There are approximately 100 students declared HCRC and /or the Billing and Coding Occupational Endorsements. 26 HCRC students graduated in the last two AY years (AY20-21 and 21-22). Many of our students are part-time students.

Currently, Healthcare facilities, not only in Fairbanks but Statewide as well are looking to hire trained worker in the Bussiness Office as a Biller and/or Coder. I feel we could increase our numbers with advertising throughout the rural campuses and interior. I would like to try a cohort model in the both the Nome and Bethel regions.

Over the past 5 to 8 years we have surveyed a majority of our students but do not always get a response from the majority. During the past two academic years, 26 students have graduated with their HCRC degree. Surveys were sent to the students and phone calls were made as a follow up. Nine surveys were completed. The average score was a 4.1 on a scale of 1 to 5. Students are happy with the program. Of the 9 surveys that were answered, 6 were working in the billing and coding field and two had taken a National Coding Examination. I will work with the instructor to spend time on National Certification information, ie application process.

The comments I heard was more time with the practice itself of coding and billing and the possibility of a practicum. Students felt if they had a practicum they would then get the practice they need prior to applying for jobs. They would also feel more comfortable in applying and taking the National Coding Examination. I will talk with the faculty and facilities to see what they think about students completing

a two week practicum. I would like to explore the possibility of the practicum as an option not a requirement.

Discuss the curricular changes made based on assessing your SLO. If you haven't made any curricular changes, please explain why not and address what you did notice in the review, including strengths of your curriculum through the assessment of your outcomes:

Curriculum was updated in 2017-18.

We are discussing the addition of an optional externship. This is in the early stage of discussion, options and availability of healthcare facilities.

Are communication outcomes embedded in the SLOA Plan?

As of 2017 all Baccalaureate programs were required to embed the communication outcomes within their SLOA Plans, this is optional for non-Baccalaureate programs.

Not Embedded

Student Success

To access the Student Success Dashboard please sign into a UA computer with VPN connection (if not on campus). You will need your UA credentials and it is best accessed with the most updated version of Chrome, Edge, Firefox or Safari browsers; Internet Explorer is not supported. You will need to filter the data to see your programs. If you need assistance in finding the data for your programs, please contact your data liaison or [Julia Manfredini](#) in the PAIR office.

Data Liaisons

Each school or college has a team of Data Liaisons to help you analyze the data provided in the portal and may be able to help you see your data in multiple contexts. You can find a list of data liaisons on the resources page for Program Review.

The college or school level committee will also have access to this data with the goal that by providing these visualizations data availability will be increased.

Data supplied within the dashboard linked below is intended for Academic Program Review and not for any other purpose.

[Student Success Data Dashboard](#)

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

Student Success Data Trends:

If equity gaps were found in any of your disaggregated student success data, please explain how you plan to address those gaps. Please contact your data liaison or make an appointment with [Julia Manfredini](#) to learn more about analyzing your data.

Traditionally many of the Healthcare professions are dominated by [REDACTED] but that is changing. We now see a blend of both [REDACTED] and [REDACTED] student applying for this degree.

In all of the AH classes there is a wide variety of ethnicity.

Optional Data Explanation

Feel free to share more of your thoughts on the data provided.

High Impact Practices

According to the AAC&U, High-Impact Educational Practices “have been widely tested and have been shown to be beneficial to college students from many backgrounds.” UAF is particularly interested in Undergraduate Research and/or Scholarly Activity because it is one of our mission fulfillment indicators, but all of these researched High-Impact Educational Practices should be reflected in your program’s student learning outcomes and curriculum.

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

High-Impact Practices Used in this Program

Please use the following fields to discuss how your program is using the high-impact practices, successes and known issues and solutions, or ways you are considering incorporating them in the future. If you are not using any of the high-impact practices listed, please use the “Other or None of These,” field to share what your program is doing to help students be successful.

High Impact Practices that currently apply to your program:

Collaborative Assignments & Projects

Undergraduate Research

Diversity/Global Learning

ePortfolios

First Year-Seminars & Experiences

Writing-Intensive Courses

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Service-Learning and/or Community-based Learning

--

Internships

--

Capstone Courses & Projects

--

Other or None of these (explain)

--

Program Profile and Financial Data

The program review elements in this section usually stay consistent for departments. Any responses you provide will be saved for your next visit. So, when it's time for the next program submission, your previous narrative profile answers will be here, ready for editing. You can then decide if any updates are necessary, based on your needs for the next program review cycle.

Financial Data Resources

The Board of Regents shapes program review, through BOR Policy 10.06, to support budget increase advocacy in the state legislature. The standardized financial data template should be analyzed with your data liaison to assess your program's capacity and resource status.

To keep integrity and remain standard across all of UAF it is very important that you do not provide any additional or alternative data.

Financial Template

Your data liaison may have uploaded your template to the Google folder for this program, or you may do so now.

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

Cost Effectiveness

How does your department/program approach being cost effective?

Healthcare Reimbursement Certificate degree does not use specific supplies or equipment. The students are required to purchase four books for the two coding classes which are expensive. The CPT and Coding books are those used in healthcare facilities. It is training for the specific position.

Program's Value to Mission

The goal of the Allied Health programs is to provide quality healthcare workers for the Healthcare Facilities throughout the interior and rural areas. Working with out Industry Partners we train, educate and provide essential healthcare workforce each and every semester.

Duplicative Programs

All but three of the Allied Health Programs involve learning hands on skills. All of the programs require learning a new skill set but not all of the skills are hands on. Most of the programs are one year or less, it is important that instructors work with the students throughout the program but especially in the Coding I and II classes as they are about the last classes in the degree. It is during these two classes that they learn their coding and billing skills. There are other skills that the instructors need to assess as well. Some are: communication skills, their ability to interact with all others in times of calm and in times of stress. Instructors need to talk about work in healthcare as it can be stressful and is not for everyone.

Some programs have National Accreditation that are program specific. Healthcare Reimbursement students can become Nationally Certified. The instructor does talk about this with students. I feel we can do a better job of sharing Accreditation information with the students. Allied Health has worked hard to work together as needed for programs and students. The need is so great we need as many programs as possible to meet the demand!

Community or Other Partnerships

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Value of Service Courses (Optional)

The HCRC educates and trains quality workforce for Healthcare facilities.

Post-Graduate Success

N/A

Submission

Submitter & Collaborator Names

BJ Aldrich
Cathy Winfree

Submitter Email

bjaldrich@alaska.edu, cmwinfree@alaska.edu

College or School Review Committee

The college or school committees set the tone for helping each program feel seen during this process. We have provided you with strength-based feedback tags to attach to this program review. Please select as many as applicable.

Overall Recommendations

Address equity gap

Explanation of Recommendations

This review lacked financial and specific employment data which made it difficult to examine fully. The program recognizes equity disparities in gender enrollment and is actively addressing this.

Student Learning Outcomes Assessment Feedback (tags)

"Clear, concise presentation of findings", Strong alignment with SLOA plan, Missing collaboration in department

Student Learning Outcomes Assessment Feedback (narrative)

HCRC has a solid SLOA plan that involves surveying students who have graduated and their employers. In the past 2 academic years, 26 surveys were sent to the 26 students who graduated from the program. The nine surveys that were returned indicate that the students are employed and happy with their HCRC training.

Some students have suggested that a practicum be included as a part of their training, and HCRC has initiated an inquiry regarding the feasibility of a practicum. Thus, HCRC has demonstrated that they respond to SLOA surveys.

Profile Feedback

Strong ties to the community or industry, Program is mission-centric to UAF or college/school

Financial Feedback

Operates at Low Cost

Student Success & Equity Feedback

HCRC students are of diverse racial and ethnic backgrounds, and a significant portion qualify for the [REDACTED] or are [REDACTED] college students. The only real equity gap is that involving [REDACTED] vs. [REDACTED] students. The percentage of [REDACTED] students ranged from 87 to 91% from 2018 to 2022.

Program faculty are taking steps to increase the number of [REDACTED] students.

Between 2018 and 2022, HCRC awarded 11 to 14 certificates each year. The number of majors ranged from 57 in 2018 to 69 in 2020, back to 57 in 2022. No information concerning jobs for the graduates was provided.

High-Impact Practices Feedback

It is not clear that HCRC engages in any "high impact practices," which include capstone courses, collaborative projects, diversity learning, internships, learning communities, first year seminars, etc.

Dean's Review Feedback

I agree with the overall committee recommendations. The learning outcomes are strong and support the preparation of students for the National Examination to become a Certified Professional Coder. We should heed the student feedback about a possible practicum or an experience for them to practice the skills and knowledge that they learn prior to completion.

UNIVERSITY OF ALASKA FAIRBANKS
UAF Community and Technical College
Student Learning Outcomes Assessment Plan
Healthcare Reimbursement Certificate Degree

Date: November 18, 2022

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
MISSION STATEMENT: UAF CTC mission is: Alaska's quality choice for workforce development, academic preparation, lifelong learning and building community. The Allied Health Mission is: "To provide academic, clinical, administrative, and professional skills that will prepare graduates for employment in entry level positions in the healthcare field. This will afford the student the opportunity to obtain the credentials to advance in their field." GOAL STATEMENT: To ensure that Healthcare Reimbursement program graduates are highly qualified for employment as medical billers and coders in medical offices, clinics, hospitals and other medical facilities. Industry partners who hire UAF CTC graduate are satisfied with the skills and knowledge the graduate possesses after graduating from the UAF CTC Healthcare Reimbursement Program.	Mastery of Cognitive, Psychomotor and Affective skills of the Healthcare Reimbursement worker. Students who complete either the Billing or Coding Occupational Endorsement or Healthcare Reimbursement Certificate degree will possess the skills, knowledge and professional behavior to become highly competitive candidates for job openings and promotions within a healthcare facility.	Coding, billing and administrative skills are taught, discussed and practiced throughout the HCRC classes. Instructors will view and assess skills throughout the semester. 100% of the skills need to be learned and student proficient in coding/billing. Affective skills to include: Critical thinking, ethical and professional behavior, effective communication skills and team building. Graduate survey completed with the following areas addressed: Cognitive skills Psychomotor skills Affective skills Rated on a scale of 1 to 5(High)	Instructors will assess these skills throughout the semester and assess student's ability to complete 100% of the skills with a passing score. A Graduate survey will be conducted by the Allied Health Administrative Assistant in October and March. Results will be analyzed by faculty and AH Programs Director to determine if curriculum changes are needed and implement them as needed.
	Students who complete the Healthcare Reimbursement Certificate degree will be prepared for the National Examination to become a Certified Professional Coder.	At least eighty percent of the graduates who take the optional National Examination to become Certified Professional Coders will pass the Examination.	Pass rates will be updated annually by AH faculty or designee. Allied Health Program Faculty will assess and recommended curriculum changes if needed.
	Employers who hire UAF CTC graduates from the HCRC degree will be satisfied with their knowledge and skills and see them as valued members of the healthcare team.	Eighty percent of the graduates who wish to be employed will secure employment in a local healthcare facility. An employer survey conducted to determine satisfaction with the knowledge and skills of the graduates will be sent twice yearly. Eighty percent of those surveyed will score with a 3.5 or above.	Employer surveys will be sent out by the Allied Health Administrative Assistant in October and March. Results of the survey will be reviewed by the AH Programs Director annually.

Fiscal Report for CTC Dental Assistant				
	FY2020	FY2021	FY2022	Definitions for the compiling staff
Total Student Credit Hours (SCH)	348	206	164	Provided in SCH tab in the student success data provided by PAIR.
Service SCH				Sum rows labeled as "In unit, outside department, Service" and "Outside unit, Service" in the SCH tab of the data provided by PAIR.
Department FTEs	1.560	1.035	1.410	FTE = Full-time equivalent employee. Use the worksheet below to calculate for each employee type, and then use the total from row 31 here.
Total SCH per Department FTE	223.13	199.11	116.34	
Service SCH per Department FTE	0	0	0	
Majors in Programs	57	48	44	Sum for all programs from the Majors Total tab in the data provided by PAIR.
Department FTEs	1.560	1.035	1.410	From row 31 below or row 5 above
Majors per Department FTE	36.55	46.39	31.21	
Total Unrestricted Expenditures				Total Expenditures made from budgets with an F1 or F7 fund type designation, from provided cycle report data filtered by Data Liaison
Total Restricted Expenditures				Total Expenditures made from budgets with revenue of the F2 or S2 fund type designation, from provided cycle report data filtered by
Total Unit/Central Support Allocated to Program(s)				Expenses incurred for direct support of instruction within orgs identified as central or academic support, if applicable

Tuition Revenue				Receipts to college from tuition generated by the department/program (F1). NOTE: under the current 80/20 percent tuition distribution model generating units receive 80%. PLEASE USE PAIR REPORTED SCH TO REPLACE ZEROES IN CELL CALCULATIONS.
State Appropriation Revenue				Appropriations for current funds operation of the university from the general fund of the State of Alaska through the annual budget cycle. This category also includes TVEP and State Mental Health Trust funds, if allocated to the department. (F1)
Restricted/Sponsored Project Rev				Revenue from external sponsors; includes grants, contracts, sponsored projects & restricted (grant) accounts funded by UA Foundation funds (F2/S2)
Fees				Course Fees (9159)
Other UA Receipts/Revenue				e.g. Performance and Sales Receipts, Space Rental Revenue, Indirect Cost Recovery (F1/F7); NOTE: COURSE FEES (9159) REPORTED ABOVE

Units	18	Department faculty's workload units assigned to teaching
Workload allocation: Service Units	12	Department faculty's workload units assigned to service
Workload allocation: Research Units		Department faculty's workload units assigned to research

Full-time Equivalent Worksheet ^{**}	FY2020	FY2021	FY2022	
Faculty FTEs	0	0	0.75	FTE. Split appointments are multiplied by the % of effort assigned
Adjunct FTEs	1.375	0.85	0.475	taught by adjuncts in a year divided by 40 = the FTE of adjuncts in
Staff FTEs	0.185	0.185	0.185	FTE. Split appointments are multiplied by the % of effort assigned
Graduate TA/RA FTEs				month = 0.75 FTE.
Total Departmental FTEs	1.560	1.035	1.410	Sum of all employee FTEs

Still working on this - MTC

^{**}Note: FTE definitions and calculations for the purpose of Academic Program Review are different than for other institutional reporting processes (e.g. OMB or IPEDS reporting)

Fiscal Report for CTC Health Care Reimbursement					
	FY2020	FY2021	FY2022	Definitions for the compiling staff	Definitions for the programs and reviewing committees
Total Student Credit Hours (SCH)				Provided in SCH tab in the student success data provided by PAIR	Total Student Credit Hours delivered in courses/subject codes attributable to the program/department. Comes from the data dashboard.
Service SCH				"Outside unit, Service" in the SCH tab of the data provided by PAIR.	
Department FTEs				FTE = Full-time equivalent employee. Use the worksheet below to calculate for each employee type, and then use the total from row 31 here.	FTE = Full-time equivalent employee. Fiscal staff have used the worksheet below to calculate for each employee type in this program/department's staffing.
Total SCH per Department FTE	#DIV/0!	#DIV/0!	#DIV/0!		Total SCH divided by employee FTE for the year. May give insight into departmental productivity scaled to the size of the department.
Service SCH per Department FTE	#DIV/0!	#DIV/0!	#DIV/0!		Service SCH divided by employee FTE for the year. May give insight into departmental productivity scaled to the size of the department.
Majors in Programs	69	68	57	Sum for all programs from the Majors Total tab in the data provided by PAIR.	Total majors in the program (or all programs in the department), in the Majors table of the data provided by PAIR.
Department FTEs				From row 31 below or row 5 above	FTE = Full-time equivalent employee. Fiscal staff have used the worksheet below to calculate for each employee type in this program/department's staffing.
Majors per Department FTE	#DIV/0!	#DIV/0!	#DIV/0!		Total majors divided by employee FTE for the year. May give insight into departmental productivity scaled to the size of the department.
Total Unrestricted Expenditures				Total Expenditures made from budgets with an F1 or F7 fund type designation, from provided cycle report data filtered by	
Total Restricted Expenditures				Total Expenditures made from budgets with revenue of the F2 or S2 fund type designation, from provided cycle report data	
Total Unit/Central Support Allocated to Program(s)				Expenses incurred for direct support of instruction within orgs identified as central or academic support, if applicable	Summed expenditures in any -ID or -IN PROG coded org.
Tuition Revenue				Receipts to college from tuition generated by the department/program (F1). NOTE: under the current 80/20 percent tuition distribution model generating units receive 80%. PLEASE USE PAIR REPORTED SCH TO REPLACE ZEROES IN CELL CALCULATIONS.	Receipts to college from tuition generated by the department/program, based on the campus's active tuition distribution model, which determines how much the unit receives of their generated tuition, and how much the campus keeps (in addition to the out-of-state surcharges) to support central offices/functions. The current distribution model is 80/20, where the unit/college receives 80% of their generated in-state tuition.
State Appropriation Revenue				Appropriations for current funds operation of the university from the general fund of the State of Alaska through the annual budget cycle. This category also includes TVEP and State Mental Health Trust funds, if allocated to the department. (F1)	Appropriations for current funds operation of the university from the general fund of the State of Alaska through the annual budget cycle.
Restricted/Sponsored Project Revenue				Revenue from external sponsors; includes grants, contracts, sponsored projects & restricted (grant) accounts funded by UA Foundation funds (F2/S2)	Revenue from external sponsors; includes grants, contracts, sponsored projects & restricted (grant) accounts funded by UA Foundation funds
Fees				Course Fees (9159)	
Other UA Receipts/Revenue				e.g. Performance and Sales Receipts, Space Rental Revenue, Indirect Cost Recovery (F1/F7); NOTE: COURSE FEES (9159) REPORTED ABOVE	
Units				Department faculty's workload units assigned to teaching	
Workload allocation: Service Units				Department faculty's workload units assigned to service	
Workload allocation: Research Units				Department faculty's workload units assigned to research	
Full-time Equivalent Worksheet ^{**}	FY2020	FY2021	FY2022		
Faculty FTEs				0.75 FTE. Split appointments are multiplied by the % of effort credits taught by adjuncts in a year divided by 40 = the FTE of	Still working on this - MTC
Adjunct FTEs				0.75 FTE. Split appointments are multiplied by the % of effort month = 0.75 FTE.	
Staff FTEs					
Graduate TA/RA FTEs					
Total Departmental FTEs	0	0	0	Sum of all employee FTEs	

****Note:** FTE definitions and calculations for the purpose of Academic Program Review are different than for other institutional reporting processes (e.g. OMB or IPEDS reporting)

Student Learning Outcomes Assessment Summary

Healthcare Reimbursement Certificate

UAF Community and Technical College

August 18 thru December 2020

Submitted by: Alecia Finley, BJ Aldrich, and Cathy Winfree

Contact Information: Cathy Winfree 907-455-2876

Date: May 5, 2021

1. Assessment information collected in accordance with your SLOA plan

The number of graduates for the above two years were identified.

Each graduate of the program was sent a survey to document the following information: program satisfaction, did they take a National Coding Exam and if so did they pass the National Coding Examination. Did the student apply for a job as a coder and if so were they offered a position as biller /coder?

If there was no response to the survey a follow up phone call was made to the students.

2. Conclusions about student learning outcomes drawn from the information summarized above

Forty-one students graduated from 201802 and 202003. Graduate surveys were sent to each student. Surveys asked the graduates to assess the knowledge gained during the HCRC program in the following areas: Cognitive, Psychomotor and Affective domains. Students score on a scale of 1 to 5 as to knowledge gained. 22 surveys, or 54% of the students completed the survey. The average of each question was 3.4 or above. The overall questions, how would rate the program overall was a 4.0.

I totaled and average scores for 5 questions related to team building and professionalism. The average score of 4.3.

Of the 22 that returned surveys, four had taken National Coding exams and passed.

3. What curricular changes or program discussions are happening as a result of the conclusions drawn above?

HCRC curriculum was updated in 2019. It now includes background knowledge critical for coding and passing the national examination. Those that completed the updated curriculum appreciated the knowledge and noted for example that Anatomy and Physiology was critical for passing the National Examination. We will try to meet with full time and part time instructors so we are all on the same page regarding the goal, ie National Coding Certifications. We will also look at offering practicum as an option for the degree. A number of healthcare facilities require experience which is then hard for students begin a career without some type of experience. We also educate employers

on the value of the Employer surveys to the program. A site experience and employer surveys will be a goal for 2021-22

4. How do your proposed curricular changes or program discussions result from an inclusive, collaborative process?

Process included AH Faculty, AH Administrative Assistant and AH Programs director. Meetings held. Tasks identified, data collected and reviewed. Discussion happened at each step. It is difficult to include all part time faculty as most are working full time and time for evening meetings is hard when they are already teaching evenings. COVID has added to everyone's busy lives and been a difficult year to ask for people to do more and then more again. Report written, reviewed and approved by contributing parties and submitted.