

Health Care Reimbursement - Certificate

Current Compliance Year: 2024-2025

Mid-Cycle review

Resources

Before completing this form:

- Review the resources available to assist you.
- The link in WorkZone directs you to your program's folder for this year's review, which includes:
 - A full copy of your previous report with the SLOA of record attached.
 - A folder with previous SLOAs as individual documents.
- The [Resources folder](#) contains:
 - Templates for creating or updating SLOAs.
 - Training materials from the SLOA and Program Review Training held in August.
- Additional tools and information can be found on the [Academic Program Review Website](#).

If you have questions or concerns during this process, please reach out to uaf-accreditation@alaska.edu

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.

Address equity gap

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.

Response to Previous Recommendations (if any):

Allied Health programs share common courses throughout programs Not all programs have budgets specific to their program. Healthcare Reimbursement is a program that does not have a specific budget .

All classes are offered online. All but 3 classes are shared among other AH programs. The number of students currently enrolled in HCRC degrees is lower than it has been in the past. I hope to see an increase in the number of students declaring HCRC degrees over the next few years.

All program numbers decreased during COVID. and continued post COVID. This is the first year more students are interested in returning to healthcare and specifically hands on care.

During the last survey of students, the suggestions were for a more streamlined core curriculum with more time for the core curriculum. I worked with the HCRC adjunct to create an Introduction to Coding class, 3 credit, and deleted courses that had not been updated nor used in the past few years.

Once we have gone through two full years of offering the new course, surveys will be sent to students to assess student satisfaction.

Healthcare careers have traditionally attracted more [REDACTED] than [REDACTED] but the gender gap has improved over the years. Each and every student is accepted into the courses regardless of gender.

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:

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

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.

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

Surveys were not sent out to graduates as AH was without an Administrative Assistant during the time period when surveys typically are sent. Curriculum changes were submitted to the Faculty Senate for approval. Once we have implemented the changes, a survey will be sent to students.

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:

We created an introduction to coding class in response to student requests for more information, detail and time.

Supporting Documents

Please ensure that all relevant supporting documents, such as artifacts, rubrics, and student data, are uploaded to your designated Google folder in WorkZone or directly into Google Drive. *Note: Do not include any information that may identify students in your data.*

Updated SLOA?

If you are updating your SLOA document, please include it with your report and other supporting documents in your designated folder. It does not need to be filed separately in the "SLOA" folder.

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. Please mark the appropriate box below.

Embedded:	
Not Embedded:	No

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

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.

Student Success Data Trends:

Trend	Increase	Decrease	No Change
Persistence			X
Pass Rates			
Student Credit Hours		16.4 to 14.6	t
Majors			significant
Degrees Awarded			down
Other Trends (Explain in narrative below)			

Equity Gaps

Please discuss any equity gaps identified in your disaggregated student success data and explain how you plan to address them. Please contact your data liaison or make an appointment with [Julia Manfredini](#) to learn more about analyzing your data.

Mentioned equity gaps above as well.

Healthcare is traditionally a [REDACTED] career field. This has been changing with more [REDACTED] entering all fields, nursing, phlebotomy, CNA, Rad tech etc. There is a way to go but it is getting better. Billing and Coding positions are also traditionally [REDACTED] and again open to all students.

Number of graduates is down in HCRC and in most AH programs since COVID. AY 24-25 is the first year that numbers are starting to rebound.

I am surprised to see the drop in HCRC as it is an all online program. We will reach out to marketing and see about increasing all program numbers.

Trends: Post COVID the number of AH students dropped overall and those students wanting Hands on careers took the major hit. We have noticed a leveling out of enrollment this past year and Fall 2024 a slight increase in some of the classes.

We are working on marketing and getting back into the high schools to increase interest in Healthcare careers!

Optional Data Explanation

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

(250 Word Limit)

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

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.

High-Impact Practices Used in this Program

Please select all high-impact practices your program is currently using from the list below. For any practices you select, provide details in the corresponding narrative section. In the narrative, discuss how your program is implementing these practices, including any successes, known issues, and solutions. If you are considering incorporating any of these practices in the future, share your plans. If your program is not using any of the listed high-impact practices, please use the 'Other or None of These' field to explain how your program supports student success.

Capstone Courses & Projects		Research (Graduate Level)	
Collaborative Assignments & Projects		Writing-Intensive Courses	
Diversity/Global Learning		Publications	
ePortfolios		Communications	
First-Year Seminars & Experiences		Publications	
Internships		Scholarly Activities	

Service or Community-based Learning		Other (Please describe in box below)	
Undergraduate Research			

Collaborative Assignments & Projects

(250 Word Limit)

Undergraduate Research

(250 Word Limit)

Diversity/Global Learning

(250 Word Limit)

ePortfolios

(250 Word Limit)

First Year-Seminars & Experiences

(250 Word Limit)

Writing-Intensive Courses

(250 Word Limit)

Service-Learning and/or Community-based Learning

(250 Word Limit)

Internships

(250 Word Limit)

Capstone Courses & Projects

(250 Word Limit)

Other or None of these (explain)

HCRC does not have clinical or practicum. Students learn the billing and coding in class working with the instructor and each other. We have considered adding on a practicum but then it would not be an all online program.

An option might be to make a practicum experience an option for the program. I will look into that possibility. I feel some of the students would benefit with that hand on billing and coding experience. They would feel more comfortable in their job search but also when applying to take the National Coding Examination.

Program Profile and Financial Data

The following feedback was received during your last full program review. **You are not required to respond to this feedback, but we encourage you to review it as it may provide valuable insights.**

This feedback will also be available when your program undergoes its next full review in two years.

Previous Financial Feedback

Operates at Low Cost. If we added a practicum (hands on experience) we would add the time to an existing faculty member.

Previous Profile Feedback

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

Submission

Submitter & Collaborator Name: Cathleen Winfree and BJ Aldrich

Submitter Email

cmwinfree@alaska.edu

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.

Mid-Cycle Review Committee

The Mid-Cycle Review committee plays a crucial role in supporting each program as they prepare for their Full Review. Our goal is to help programs feel recognized and supported throughout this process. To guide your feedback, we've included strength-based feedback tags; please select all that apply to this program.

Overall Recommendations (tags)

Address Equity Gap	x	Consider Curricular Revisions	
Develop Online Offerings/Options		Improve Time to Degree	
Increase Enrollment		Increase Graduates	
Increase retention/persistence		Strengthen Advising Practices	
May be asked to share Effective Practices		Recommendation to University-Wide Committee	

Explanation of Overall Recommendations (narrative)

Please see the section below on Student Success and Equity Feedback for additional details.

Student Learning Outcomes Feedback (tags)

Strong		Developing	
Requires Minor Revision		Requires Major Revision	x

Student Learning Outcomes Assessment Feedback (tags)

Strong Alignment with SLOA Plan		Clear, Concise Presentation of Findings	
Compelling Learning Story		Missing a Direct Measure	
Missing Active Verbs		Missing Curricular Connection	x
Missing Collaboration within Department			

Student Learning Outcomes Assessment Feedback (narrative)

Provided a narrative on how the program addressed previous recommendations. Noted the challenges with program enrollment and how addressed student survey recommendations.

Provided 3 SLOs. SLO #1 is good and has a well-developed assessment and articulation process outlined. SLO #s4 and 3 are not SLOs and should be replaced; note that these are important program outcomes and play an important role for program tracking but do not meet the criteria for SLOs. Per NWCCU, academic programs should have 3-6 SLOs, so the program needs to develop a minimum of 2 SLOs that assess knowledge, skills, and/or abilities that students should attain by the time they graduate from the program.

Were not able to assess SLOA findings as the student survey was not sent out due to lack of staff. This cannot happen as it is important that we demonstrate to our accrediting body (NWCCU) a commitment to continuous improvement and closing the loop. Noted a curricular change of adding a requested class, but need to again articulate how this has led to continuous program improvement and closing the loop.

What assistance can the Accreditation Office provide to assist with SLOA revisions?

Student Success & Equity Feedback (narrative)

Did not denote any student success data trends in the check the boxes. The student success data trends were described in the equity gap box (mixed with the equity gap data discussion).

According to the Student Success Dashboard: There is an increase in persistence from 44.2% to 57.9%. SCH went from 12.5 to 12.4, which could be indicated as no change. Majors went from 47 to 53. It is an increase. Can you explain why you consider this increase to be significant? Degrees went up from 5 to 12. That could be considered significant. What significance do these numbers have on your program? Please include this in your narrative.

Please contact the CTC data liaison or make an appointment with Julia Manfredini from PAIR to learn more about analyzing the program's data. Similarly, if the data points do not fully capture the program's nuances, consider what additional metrics might be necessary for a comprehensive understanding. What assistance can the Accreditation Office provide to better address this need?

High-Impact Practices Feedback (narrative)

The HIPs were difficult to assess or provide feedback to due to the lack of information (no boxes were checked or narratives provided). As a suggestion, service or community-based learning seem to be most applicable to the work students may be doing in this program as they work towards gaining skills and abilities in preparation for the National certification exam. Perhaps there is a writing component attached to this?