## 2022 ANNUAL ACADEMIC ASSESSMENT REPORT FORM
(Due October 15 to the dean)

The Faculty Senate Academic Assessment Committee (AAC) is committed to a vision of assessment that leads to continuous program improvements and benefits students. Annual assessment reporting informs decision making and resource allocation aimed at improving student learning and success. It also enables the AAC to analyze assessment across the institution and to respond to UA System, Board of Regents, legislative, and Northwest Commission on Colleges and Universities (NWCCU) requests. We thank you for your continued support of and participation in this annual activity.

Starting in Spring 2021, UAA moved to one academic assessment reporting mechanism. The below form merges and streamlines the former Annual Academic Assessment Survey and the Annual Academic Assessment Report. It also incorporates questions about how academic programs contribute to student achievement of institutional core competencies and to student success.

This annual report will be due to the dean on October 15. Programs with suspended admission and new programs in the first year of implementation are not required to complete this form.

These reports are public documents and will be posted on the assessment website. Responses are to be narrative only, and must be ADA and FERPA compliant. Do not embed any links, including to webpages or other documents. To be FERPA compliant, do not include the names of any current or former students. Rather, use statements such as "four program graduates were accepted to graduate programs in the field." Program units with specialized accreditation or external restrictions regarding what can be published, as per the accreditor or external organization. Do not include appendices. Appendices to this form will not be accepted.

The form uses narrative, text, and drop-down boxes. Narrative boxes have a character limit, which includes spaces. When using text and drop-down boxes, if you wish to add an answer, you can select "Other" and type in the answer, or you can select "Not Shown."

Note: To ensure the fillable fields function correctly, the form

PROGRAM SECTION (Due to the dean on October 15)

After completing the Program Section, the program should email this form to the dean with a copy to the appropriate community campus director(s) if the program is delivered on a community campus.

Submission date: 10/8/2022

Submitted by: Lisa Nash, Program Director (lanash@alaska.edu)

Program(s) covered in this report: Medical Office Coding OEC
(Programs with suspended admissions and new programs in the first year of implementation are not required to complete this form.)

   If you selected ^KšZ Œ_ } À identify, (100 characters or less)

College: College of Health

Campuses where the program(s) is delivered: Anchorage   KOD   KPC   MSC   PWSC

Specialized accrediting agency (if applicable): Select Specialized Accrediting Agency or N/A.
   If explanation is necessary, such as only some of the certificates and degrees are covered by the specialized accreditation, briefly describe:

INSTITUTIONAL STUDENT LEARNING CORE COMPETENCIES

In 2020, UAA launched a consensus-based, deliberative process to identify the key skillsets that help students achieve academic and post-graduation success. After a year-long process that included students, faculty, staff, administrators, alumni, and employers, the UAA community identified four core competencies at the heart of a quality UAA education. Students develop mastery of these competencies through curricular (e.g.

1.  A. **Personal, Professional, and Community Responsibility: The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.**

    x  If last year your program identified a current or planned example of an intentionally designed course, assignment, or activity that develops and showcases the student learning in this core competency, please discuss that implementation and any observations you have regarding how well it is working. (500 characters or less)

    x  If last year you did not identify a current or planned example of an intentionally designed course, assignment, or activity that provides students the opportunity to develop and showcase this core competency, please identify one now. (500 characters or less)
    Generic reading materials are assigned that outline the role of the professional medical coder in various healthcare settings. The Medical Office Coding OEC is supported by one adjunct faculty teaching one course per semester.  Fall 2021 was the instructor's first semester.

    B. **Effective Communication: The knowledge and skills necessary to engage in effective communication in diverse contexts and formats**

    x  What would you hope a student would say if asked where in your program or support service they had the opportunity to develop proficiency in this core competency? (500 characters or less)
    When problem solving challenging medical office coding scenarios and case studies, students are able to develop professional and concise communication within the healthcare team that allows for increased critical thinking and awareness of the subject matter. By using effective communication they are able to accurately understand the clinical notes that lead to accurate billing within legal and ethical boundaries.

    x  Provide your program's current example(s) of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency. (500 characters or less)
    The Program Director will continue to work with the faculty and instructional design to develop intentionally designed assignment(s) to meet all four of UAA core competencies.

## PROGRAM STUDENT LEARNING OUTCOMES

2.  Please list the Program Student Learning Outcomes your program assessed AY 22. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations

    Example: Communicate effectively in a variety of contexts and formats is Exceeded faculty expectations
    Program Student Learning Outcomes are:

1. Proficiency in the performance of Current Procedural Terminology (CPT) coding
2. Proficiency in the performance of Healthcare Common Procedure Coding System (HCPCS coding
3. Proficiency in the performance of Internal Classification of Diseases, Clinical Modification Diagnostic Coding.

For each outcome, the UAA Anchorage campus, faculty expectations were met.

- Degree course sequencing
- Course enrollment changes (e.g. course capacity, grading structure [pass/fail, FA])

  Changes in program policies/procedures

  Changes to Program Student Learning Outcomes (PSLOs)
- College-wide initiatives (e.g. High-Impact Practices)
- Faculty, staff, student development
- Other

  No changes were implemented in AY2

If you checked "Other" above, please describe (100 characters or less)


7. Do you have any information about how well these or other past improvements are working? Are they achieving their intended goals? Please include any data or assessment results that help you demonstrate this. (750 characters or less)
   Due to the timing of Program updates, data is circumstantial AY 2022-2023 will begin to provide data related to specific metrics which will allow for better analysis and reporting.

## STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS

| Metric | Definition | Rationale |
|---|---|---|
| BY COURSE LEVEL (Undergraduate lower-division, undergraduate upper-division). | undergraduate students in a course offered by a program compared to the same rate calculated for all courses at that level. Based on a 5-year trend. Included in the denominator for undergraduate courses are the grades D, F, W, I, NP, NB. Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation. | degree completion. Failing key courses correlates with low retention and more major switching. Mitigation strategies can be internal or external to the course itself, including, among other things, the use of high-impact pedagogical practices, appropriate placement, course sequencing, tutoring, and other means to ensure student success within a particular course. This metric and the disaggregation of the data can inform planning, decision making, and the allocation of resources to programs and services designed to mitigate gaps in achievement and equity. |
| ANNUAL RETENTION 1ST TO 2ND FALL | Traditional measure of the % of first-time, full-time associate and baccalaureate degree-seeking freshmen who enter in a given fall term and return the following fall. Data source: UA System Warehouse RPTP/DEDMGR end-of-term freeze files. Disaggregate as per accreditation on an annual basis. | Following the student from the 1st fall to 2nd fall can indicate ongoing connections and support inside and outside of the classroom are motivating students to return to continue their studies at the institution. Continuing enrollment is a key factor in completion. |

9.  Do you have any examples of post-graduate success you want to highlight? For example, major scholarships, the percent of students who pass licensure examinations, the percent of students accepted to graduate programs, the percent in post-graduation employment in the field or a related field. (750 characters or less)

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<span style="color:green">**DEAN SECTION** (Due to the program on January 15)</span>

After completing the Dean Section and signing it, the dean should email this form to the program, and copy uaa_oaa@alaska.edu for posting. If the program is delivered on one or more community campuses, the dean should consult with the a-3( )-4(P g 72. BT 119.3 647.86 Td /F10 )]TJ ET Q qstq.03(ity )(d)mu0000MC /S