UAA Faculty Senate Academic Assessment Committee
Agenda: March 6, 2015
11:00a – 12:30p, ADM 204
Lync (Audio/Video) Conferencing Information: Provided in Email

General Business
- Approval of agenda
- Approval of minutes from 2/20/2015 (pgs. 4-6)
- Vice Provost report

New Business
- Assessment Plan Reviews
  - 11:00 am – Process Technology, Associate of Applied Science, Kenai Peninsula College (pgs. 7-20)
    - Program Representative: Jane Fuerstenau
  - 11:30 am – University Honors College (pgs. 21-28)
    - Program Representative: Dr. Suzanne Forster
  - 12:00 p.m. – Phlebotomist, Occupational Endorsement Certificate (pgs. 29-46)
    - Program Representative: Dr. Heidi Mannion
- Review of suggested Annual Academic Assessment Survey revisions (pgs. 47-50)
- Committee meetings on Friday, March 20 and April 3 after workshops?
- Speaker for 2015 Academic Assessment Seminar
- Review and Approve the Revised Narrative Academic Assessment Report (pg. 51)
- Repeating the Developing Academic Program Assessment Plans workshop?

Continuing Business
- Spring 2015 Academic Assessment Workshop Series
  - Developing Academic Program Assessment Plans
    - Friday, February 27, 10:00 a.m. – 12:00 p.m., RH 303
    - Facilitators: Jennifer McFerran Brock, Bill Myers, Kathi Trawver
  - Norming Your Academic Assessment Rubrics
    - Friday, March 20, 10:30 a.m. - 11:30 a.m., RH 303
    - Facilitators: Kathi Trawver, Deborah Mole, Rachel Graham
  - ePortfolios and Academic Assessment
    - Friday, April 3, 10:30 a.m. - 11:30 a.m., RH 303
    - Facilitators: Kathleen Voge, Scott Downing
- 2015 Academic Assessment Seminar theme/topic and speaker
  - Friday, September 11, 2015 in LIB 307
- Assessment tracking and archives of artifacts, data, and reports
- Update and adopt Committee bylaws

Future Business
- Erin Holmes, Director of Institutional Research, to talk about possible collaborations with IR.
Informational

- Minor Updates to Academic Assessment Plans
  - Bachelor of Science in Dental Hygiene
  - Associate of Applied Science in Dental Hygiene
  - Associate of Applied Science in Small Business Administration at Matanuska-Susitna College

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<th>Expected Attendees</th>
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<td>Alan Peabody, CTC</td>
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Those unable to attend are marked “N.” Those calling in are marked “P.”

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<tr>
<th>Scheduled Meeting Dates Academic Year 2015</th>
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Academic Year 2015 schedule: 1st & 3rd Fridays unless otherwise noted
General Business

- Approval of agenda
  - Approved
- Approval of minutes from 2/6/2015 (pgs. 4-7)
  - Approved
- Vice Provost report
  - There is currently a team from UAA at the AAC&U General Education and Assessment meeting.
  - Brian Bennett will be attending the Association for the Assessment of Learning in Higher Education (AALHE) conference this summer.
  - Nine people have registered for the February 27th assessment workshop on developing academic assessment plans.
  - The template for the narrative assessment report has been shared with the Academic Policy Advisory Committee (APAC). OUAA will coordinate the distribution to colleges.

New Business

- Assessment Plan Reviews
  - 11:00 am – Bachelor of Science in Environment & Society (pgs. 8-24)
    - Program Representative: Dr. Dorn Van Dommelen
    - This plan is very similar to the version approved by the committee two years ago. A few pieces were added:
      - Artifacts to include in portfolios for graduating students
      - New courses
    - After this semester the department will have data from their first run of assessing their program through electronic portfolios. So far students are responding positively to ePortfolios.
    - It would be good for the program to consider how it will capture discussions and conversations on changes and improvements for accreditation purposes. Narrative assessment reports can help capture this.
  - 11:30 am – Master of Education in Teaching and Learning (pgs. 33-35)
    - Program Representative: Dr. Tim Jester
    - The program is revising its curriculum to create more coherence. New courses and a research project have been added. The revised assessment plan includes changes related to these curriculum revisions. PSLOs were also updated for clarity.
    - It was suggested that the program include its rubric in the assessment plan.
12:00 p.m. – Bachelor of Social Work (pgs. 36-57)
  ▪ Program Representative: Dr. Kathi Trawver
  ▪ Program’s accrediting body has changed accreditation standards to a competency based curriculum expectation. There are nine competencies and a minimum of 29-30 practice behaviors that graduates should be able to demonstrate.
  ▪ In the summer and fall of 2014, all courses were revised to include new language, programs PSLOs were revised to match the nine competencies, and the assessment plan was updated to reflect the new PSLOs.
  ▪ The revised assessment plan reflects greater emphasis on program assessment and continual program improvement.
  ▪ The program has added an exit survey which is a good source of information on what can be improved across the program from admissions, advising, faculty engagement, etc. Program accreditors are asking for assessment data on implicit curriculum.

- Review the college and campus level assessment structures and processes
  - The committee approves the questions on the questionnaire. OUAA will work on delivery mechanism.
- Programs seeking assistance with writing academic assessment plans and other assessment related activities
  - How to handle consultation?
    - The Committee is interested in exploring how to best provide assistance to programs looking for guidance on writing assessment plans and the assessment process.
      - Programs might be invited to watch the review process.
      - Model assessment plans could be shared.
      - The workshop on developing academic assessment plans might be repeated regularly.
      - College assessment coordinators can also provide guidance.
      - Programs could submit a draft to the committee prior to their presenting of it to allow for feedback during the development process.
  - Are there model assessment plans to share with them?
    - Models provided should be different enough to illustrate examples for a wide array of programs.
- Assessment and reporting requirements of programs under various levels of transformation, suspension, teaching out, etc.
  - A decision is needed relative to suspended programs. One approach: if programs are suspended with intention to delete, they should not be required to submit assessment reports. If programs are suspended for other reasons, such as capacity limits or for reorganization, they should still submit assessment reports.

**Continuing Business**
- Spring 2015 Academic Assessment Workshop Series
  - Developing Academic Program Assessment Plans
    - Friday, February 27, 10:00 a.m. – 12:00 p.m., RH 303
Facilitators: Jennifer McFerran Brock, Bill Myers, Kathi Trawver
- Let people know they can bring their plans to the workshop
  - Norming Your Academic Assessment Rubrics
    - Friday, March 20, 10:30 a.m. - 11:30 a.m., RH 303
    - Facilitators: Kathi Trawver, Deborah Mole, Rachel Graham
  - ePortfolios and Academic Assessment
    - Friday, April 3, 10:30 a.m. - 11:30 a.m., RH 303
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- 2015 Academic Assessment Seminar theme/topic and speaker
  - Friday, September 11, 2015 in LIB 307
  - Speaker?
- Assessment tracking and archives of artifacts, data, and reports
- Update and adopt Committee bylaws

Future Business
- CIO Pat Shier to talk about options for archiving assessment reports on March 6 – move to after spring break
- Erin Holmes, Director of Institutional Research, to talk about possible collaborations with IR. – possible presentation of dashboards for public view

Informational
- CAFE, in partnership with OUAA and Student Affairs, will be hosting an all-day event on Tuesday, February 24, 2015 on High Impact Educational Practices, featuring national expert Dr. George Kuh, Director of the Center for Postsecondary Research at Indiana University.
  - More information on the CAFE website https://www.uaa.alaska.edu/cafe/
- 2015 AAC&U General Education and Assessment Conference
  - From Mission to Action to Evidence: Empowering and Inclusive General Education Programs
  - February 19-February 21, 2015
  - Kansas City, Missouri

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Academic Year 2015 schedule: 1st & 3rd Fridays unless otherwise noted
A.A.S. Process Technology

Educational Effectiveness

Assessment Plan

AY15

Process Adopted by the Process Technology faculty: September 15, 2014

Update Submitted to the Assistant Director for Academic Affairs: October 6, 2014

ARC: October 6, 2014
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INTRODUCTION TO ASSESSMENT OF STUDENT OUTCOMES

Student Outcomes Assessment is an evaluation process where the program faculty review the published program outcomes and determine the success with which students have achieved those outcomes. Student outcomes assessments normally result in recommendations by the faculty for improvements related to program content or delivery. Plans for assessing student learning outcomes are prepared by program faculty and approved by their college. Active plans and outcomes assessment reports are recorded with the Office of Academic Affairs.

Assessment of educational effectiveness is increasingly recognized nationally as an essential component for all of higher education. In addition to its centrality to our goal of becoming a true learning organization, assessment of outcomes is also required by our accrediting commission, Northwest Association of Schools and Colleges, as well as the University of Alaska, Board of Regents. The assessment of educational effectiveness and outcomes must be a part of every course [program] of study if we are to meet the expectations of our stakeholders, satisfy the requirements of our institutional and program accreditation, and be accountable to ourselves that we are providing the highest quality educational programs possible.

Each academic program at UAA is to engage in a continuous improvement process. This process is to be formalized and repeated on a regular cycle and must include the essential elements of:

1. Setting program outcomes
2. Selecting indicators that can be used to measure progress toward achieving those outcomes
3. Gathering and analyzing data to determine achievement
4. Recommending and implementing program changes that facilitate further progress in achieving the desired outcomes.

A framework that reflects well-established and validated practices has been adopted for the continuous improvement of each academic and administrative unit of the University of Alaska Anchorage. It has been assigned the acronym PAAR; which stands for Plan, Act, Access, and Revise.

INTRODUCTION TO THE PROCESS TECHNOLOGY PROGRAM
The A.A.S. Process Technology Degree is designed to provide education/training that will enable individuals to obtain employment in the industries that use and control mechanical, physical, or chemical processes to produce a product. In Alaska, this includes the process industries of oil and gas production, chemical manufacturing, petroleum refining, power generation and utilities, water and waste-water treatment, and seafood and other food processing. Alaska’s natural resources industries are oil, gas, mining, fishing, and timber.

This plan was first developed in August of 1999 when a group of over 100 people met at a two-day workshop to discuss the workforce needs in the process industries. Those present included representatives of oil and gas production, refineries, mining, power generation, union, several of the UA campuses, AVTEC, Ilisagvik, State Department of Labor, and AHRIC. The purpose of the meeting was to share information on the current workforce, to project future needs, to examine available training and rate of graduation, and to identify training needs. The motivation for the meeting was the growing awareness that due to the aging of the present workforce, the needs over the next three to ten years would exceed the number currently available or in training. The result of that two-day workshop was the creation of the Alaska Process Industry Careers Consortium (APICC), whose mission is:

The purpose of APICC is to increase the ability of its members to provide quality education and training services to Alaskans. The Consortium will establish standards for Process Technology education and training and strive to collectively read or exceed those standards.

Although shortages were projected in several job categories, the one with the largest was process operator. APICC therefore identified the development and support of a degree program in Process Technology as their first priority. The Standards Committee identified the basic job functions of an operator and from that developed the “Process Operator Critical Work Functions, Key Activities and Performance Criteria” found in appendix. A summary of those criteria are included in the next section (Program Objectives). The Curriculum Committee used this information to design a degree program that can train individuals to these standards. BP Exploration hired a consultant to work with the Curriculum Committee to develop the new courses and instructional materials. This person also worked closely with KPC faculty and MAPTS Director.

These two committees had members from both industry and education and there was a crossover membership between Standards and Curriculum. The standards and subsequently the Process Technology A.A.S. degree were reviewed and approved by the APICC membership.

APICC and its members have also provided support by:

- Developing promotional materials to recruit students into the courses
- Helping to recruit adjuncts from industry to teach the courses
- Offering scholarships
- Making summer internships available
- Donating equipment for use in the instruction
Within the University of Alaska, the two lead campuses have been Kenai Peninsula College and Tanana Valley College with courses also offered in Anchorage through MAPTS, a component of UAA.

This degree program was developed at the request of and with the involvement of the companies that will hire its graduates. It is an opportunity for the University of Alaska to be responsive to the needs of industry and to partner with the industry to meet the needs of the State by training Alaskans to work in Alaska. The student outcomes for this program match the standard identified by the Alaska Process Industry Careers Consortium for the position of Process Operator.¹

Several UAA Process Technology faculty have participated in APICC and KPICC related conferences and work sessions in the past few years. The things that they have learned at the workshops have been incorporated into this plan.

APICC and KPICC met with UAA/KPC faculty in August of 2003 to completely review the Process Technology program. The APICC industry audit was used as the assessment evaluation and report for AY04-05.

KPC’s Process Technology program is run under the direction of APICC’s Education and Training Committee which meets approximately once per month for the sole purpose of evaluating and updating the Process Technology program and related courses and programs. APICC evaluates at least one course per year and the entire program every three to four years.

The Process Technology hardware simulators use industry technology to be as realistic as possible in a non-industrial setting. KPC uses up-to-date software in process simulation which allows our students to interact with a computer interface that mimics the interface standards found in industry.

Students working shift jobs on the North Slope, off-shore oil platforms, and other situations are encouraged and supported by the process Technology department. All Process Technology courses are videotaped to allow student to view missed classes. Homework, quizzes, and course materials are available via UAA’s Web services.

The Process Technology program works in conjunction with the Industrial Process Instrumentation and Computer Electronics programs to offer varied career paths in the process industries. All instrumentation, electronics, computer science, and computer technology courses count as technical electives in the process Technology program.

KPC’s Process Technology program is unique in providing identical programs at the Kenai River Campus and at the Anchorage Extension Site at the University Center. This allows for the seamless transfer of students between the two programs. Tanana Valley College also offers a similar Process Technology degree.

¹Process Operator Critical Work Functions, Key Activities and Performance Criteria 1999, APICC.
Sample Assessment Data Collection Cover Sheets

KPC Student Learning Outcome Assessment: Data Collection Cover Sheet

Semester: ________ Year: ________

Each year at KPC, every program conducts an assessment of student learning outcomes based on a procedure determined in the program's assessment plan. Assessment methods include direct measures (assignments, exams, papers, projects, presentations, journals, etc.) or indirect measures (overall course grades, student surveys, employer surveys, etc.). The standard is to have at least two different direct measures per program outcome.

For your course, please provide assessment data that pertains to the student learning outcome listed below:

Instructor’s Name*: ____________________________________________

Course Prefix and Number*: ____________________________ CRN*: __________________

WELD: Outcome# 1: Upon completion of this program, students will be able to perform the AWS D11.2 structural -- oxy-acetylene cutting process.

Other programs this data may apply to*: __________________________

Instruction: Please fill out the rest of this form, attach your data, and return them to the faculty secretary.

Total Enrollment: ____________________________ Total Number Assessed (1): __________________________

Name of assignment used to assess student learning outcome listed above: __________________________

Number of students successful (2) on assignment: __________________________
Number unsuccessful (3): __________________________

Total points possible on assignment: ________ Points (or percent) required for 'success': ______

Please complete the following:

☐ Attach copy of assignment (exam, quiz, essay, homework, etc.) used to assess student learning outcome listed above.

☐ Attach successful rubric (scoring tool that lists the criteria for a piece of work) or attach samples of successful work (include both an example of excellent work and one that is mediocre but still successful, without any student names included. Just one or two samples of each type; no need to provide copies of all students’ assignments).

☐ Attach unsuccessful rubric (scoring tool that lists the criteria for a piece of work) or attach samples of unsuccessful work. Just one or two samples of each type; no need to provide copies of all students’ assignments.

☐ List all individual scores on the back of this sheet. OK attach a copy of your grade sheet. Please do not include any student names or identifiers.

Deadline

Return to Faculty Secretary by the end of THIS Semester

* to be filled out by departmental secretary
(1) Consider assessment a sampling of your class; 100% coverage is not necessary.
(2) Successful: usually graded C or better
(3) Not Successful: usually graded less than a C
PROGRAM STUDENT LEARNING OUTCOMES

The graduates of the UAA Process Technology program will be able to:

Outcome #1: Maintain a safe work area: enforce safety regulations, follow safe operating procedures, maintain effective communications with personnel and identify workplace hazards.

Outcome #2: Monitor area operations: monitor equipment for efficiency and integrity, identify process problems and perform trend analysis.

Outcome #3: Maintain process parameters: perform process adjustments, start-up process equipment, shut down process equipment.

Outcome #4: Maintain emergency response preparedness: respond to emergencies, effectively participate in emergency response drills and conduct periodic review of emergency response procedures.

Outcome #5: Maintain regulatory compliance: report recordable incidents, record discharge reports, record regulatory data, maintain current licensing, participate in internal/external audits and comply with HAZCOM requirements.

Outcome #6: Coordinate maintenance activities: generate work requests, develop safe-out procedures, schedule maintenance activities, prepare equipment for maintenance activity and issue work permits.

Outcome #7: Perform administrative activities: produce required reports, record logbook entries and perform personnel evaluations.

Outcome #8: Assess and recognize the need for continued professional development: participate in job-related training and utilize self-study resources.
ASSESSMENT TOOLS

A description of the tools used in the assessment of the program outcomes and their implementation are summarized in Table 1. The tools and their relationships to the program outcomes are listed in Table 2.

There is a separate appendix for each tool that includes a more detailed description than is provided here and also describes the factors that affect the results and give examples of the tools and how they will be implemented.

The assessment tools may be used in total, or a sufficient number may be selected to accurately assess any given objective or outcome.

Note: Although assessment tools appear to be very specific, they are just a representative sampling of what faculty might choose in any give semester or year. The assessment plan will not be rewritten each year when faculty choose new or similar tools that are not listed in the tables and appendices.
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<thead>
<tr>
<th>Outcomes:</th>
<th>Samples of Measures: (may vary by semester, course, instructor, etc.)</th>
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<tbody>
<tr>
<td>Outcome #1: Maintain a safe work area: enforce safety regulations, follow safe operating procedures, maintain effective communications with personnel and identify workplace hazards.</td>
<td>PRT A110 – Final Exam</td>
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<td>PRT A231/L – Process Simulator Operation</td>
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<td>PRT A231/L – Phases of a Process plant - Quiz # 1</td>
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<td>PRT A230/L – Class Safety Minute</td>
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<td>PR A250 SPM-1500 Startup/Operation/Shutdown Set Point Change</td>
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<td>PRT A231/L HW 7 HazCom – Preparing and writing a Job Safety Analysis</td>
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<td>PRT A255 – Evaluation Tools - Quiz # 2</td>
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<td>PRT A231/L Progress Test # 2</td>
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<td>Outcome #2: Monitor area operations: monitor equipment for efficiency and integrity, identify process problems and perform trend analysis.</td>
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Table 1: Association of Assessment Tools to Program Objectives
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<th>Outcome #6: Coordinate maintenance activities: generate work requests, develop safe-out procedures, schedule maintenance activities, prepare equipment for maintenance activity and issue work permits.</th>
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<td>Outcome #7: Perform administrative activities: produce required reports, record logbook entries and perform personnel evaluations.</td>
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<td>Outcome #8: Assess and recognize the need for continued professional development: participate in job-related training and utilize self-study resources.</td>
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</table>
Table 2: Program Objectives Assessment Tools and Administration

Data will be collected once per year for each outcome. Direct assessment data collection sheets will be sent to appropriate faculty each semester. Faculty will provide assignment detail, rubrics, grading, and work samples to assessment committee staff for collation and initial report compilation.

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRT A110 Final Exam</td>
<td>End-of-semester review</td>
</tr>
<tr>
<td>PRT A231/L – Process Simulator Operation</td>
<td>Students work in groups to start up, operate, and shut down Process Simulator</td>
</tr>
<tr>
<td>PRT A231/L – Phases of a Process plant - Quiz # 1</td>
<td>Lecture and Textbook Review</td>
</tr>
<tr>
<td>PRT A230/L – Class Safety Minute</td>
<td>Students prepare and present a Safety Minute at the start of class</td>
</tr>
<tr>
<td>PR A250 SPM-1500 Startup/Operation/Shutdown</td>
<td>Student work in groups to start up, operate, and shut down Simtronics SPM-1500 Simulator</td>
</tr>
<tr>
<td>PRT A250 SPM-600 SP Change</td>
<td>Students respond to Set Point changes programed into simulator by instructor</td>
</tr>
<tr>
<td>PRT A231/L – HW 7 Haz-Com – Preparing and writing a Job Safety Analysis</td>
<td>Analyze and write out a JSA for an assigned process plant job task</td>
</tr>
<tr>
<td>PRT A231/L – Process Simulator – Lockout/Tagout Quiz # 2</td>
<td>Hands on Knowledge/Skills Exam</td>
</tr>
<tr>
<td>PRT A255 – Evaluation Tools – Quiz # 2</td>
<td>Demonstrate analytical problem solving tools by exam</td>
</tr>
<tr>
<td>PRT A231/L – Progress Test # 2</td>
<td>Express learned concepts through exam</td>
</tr>
</tbody>
</table>
ASSESSMENT IMPLEMENTATION & ANALYSIS FOR PROGRAM IMPROVEMENT

General Implementation Strategy

Kenai Peninsula College has an Assessment Committee who will work with the staff and faculty to collect the data indicated Tables 1 and 2. This Committee also provides support for course-level assessment and other assessment activities as needed. The Assessment Committee will work with staff and faculty to assemble the data and forward it to the director of KPC for final report preparation. The final report will be reviewed by the program each year.

Method of Data Analysis and Formulation of Recommendations for Program Improvement

The results of the data collection, an interpretation of the results, and the recommended programmatic changes are to be recorded in an Annual Assessment Report each year. Modification of the Assessment Plan

The faculty, after reviewing the collected data and the processes used to collect it, may decide to alter the assessment plan. Changes may be made to any component of the plan, including the objectives, outcomes, assessment tools, or any other aspect of the plan. The changes are to be approved by the faculty of the program. The modified assessment plan is to be forwarded to the KPC’s Academic Review Committee, KPC Director and the UAA Academic Assessment Committee via UAA Office of Academic Affairs.

APPENDIX A: COURSE GROUPINGS ASSOCIATED WITH EACH OUTCOME

Outcome #1: Maintain a safe work area: enforce safety regulations, follow safe operating procedures, maintain effective communications with personnel and identify workplace hazards.

PRT A101 Introduction to Process Technology
PRT A110 Introduction to Health, Safety, and Environment
PRT A130: Process Technology I: Equipment
PRT A230/L Process Technology II: Systems
PRT A231/L Process Technology III: Operations

Outcome #2: Monitor area operations: monitor equipment for efficiency and integrity, identify process problems and perform trend analysis.

PRT A140 Instrument I
PRT A144 Instruments II
PRT A130: Process Technology I: Equipment
PRT A230/L Process Technology II: Systems
PRT A231/L Process Technology III: Operations
PRT A250 Troubleshooting
Outcome #3: Maintain process parameters: perform process adjustments, start-up process equipment, shut down process equipment.

PRT A140 Instrument I
PRT A144 Instruments II
PRT A130: Process Technology I: Equipment
PRT A230/L Process Technology II: Systems
PRT A231/L Process Technology III: Operations
PRT A250 Troubleshooting

Outcome #4: Maintain emergency response preparedness: respond to emergencies, effectively participate in emergency response drills and conduct periodic review of emergency response procedures.

PRT A110 Introduction to Health, Safety, and Environment
PRT A140 Instrument I
PRT A144 Instruments II
PRT A130: Process Technology I: Equipment
PRT A230/L Process Technology II: Systems
PRT A231/L Process Technology III: Operations
PRT A250 Troubleshooting

Outcome #5: Maintain regulatory compliance: report recordable incidents, record discharge reports, record regulatory data, maintain current licensing, participate in internal/external audits and comply with HAZCOM requirements.

PRT A110 Introduction to Health, Safety, and Environment
PRT A144 Instruments II
PRT A130: Process Technology I: Equipment
PRT A230/L Process Technology II: Systems
PRT A231/L Process Technology III: Operations
PRT A250 Troubleshooting

Outcome #6: Coordinate maintenance activities: generate work requests, develop safe-out procedures, schedule maintenance activities, prepare equipment for maintenance activity and issue work permits.

PRT A110 Introduction to Health, Safety, and Environment
PRT A140 Instrument I
PRT A144 Instruments II
PRT A130: Process Technology I: Equipment
PRT A230/L Process Technology II: Systems
PRT A231/L Process Technology III: Operations
PRT A250 Troubleshooting
Outcome #7: Perform administrative activities: produce required reports, record logbook entries and perform personnel evaluations.

PRT A144 Instruments II  
PRT A231/L Process Technology III: Operations  
PRT A250 Troubleshooting  
PRT A255 Quality Concepts

Outcome #8: Assess and recognize the need for continued professional development: participate in job-related training and utilize self-study resources.

PRT A144 Instruments II  
PRT A231/L Process Technology III: Operations  
PRT A255 Quality Concepts
University Honors

Educational Effectiveness

Assessment Plan

Version 2.2  DRAFT

Adopted by

The Honors College Faculty: February 2014

Submitted to

The Dean of the Honors College: February 2015
The Office of Academic Affairs:
INTRODUCTION

This document defines the educational objectives and expected outcomes for the University Honors Program and outlines a plan for assessing the achievement of the stated objectives and outcomes.

University Honors College Mission

"The University Honors College offers capable and motivated students exciting intellectual experiences to develop an integrative perspective extending beyond the confines of individual majors and disciplines. The mission of the University Honors College is to be a catalyst for scholarly excellence in undergraduate education. The College advances, coordinates, and administers active learning and undergraduate research opportunities for students across the campus. Through its multi-disciplinary academic and student support programs, the College serves as a locus for inquiry, discovery, leadership and engagement. Above all, the College helps students develop a competitive edge for career options as well as for admission to the best graduate and professional schools in the nation."

The University Honors Program was inaugurated in Fall 1998 to offer enhanced educational opportunities for stellar students, to serve as an environment for active, engaged learning that, at its core, integrates research into learning, and to develop and implement innovative approaches to student learning and engagement both in and outside of the classroom. It was envisioned that the program would allow "... the testing of ideas and approaches for which more conventional teaching opportunities are currently lacking, but which may in the future be incorporated in other courses" (University Honors Program Proposal, April 1997). According the National Collegiate Honors Council, a fully-developed Honors Program should clearly serve this purpose and "the honors curriculum should serve as a prototype for educational practices that can work campus-wide in the future." The University Honors Program also took the lead in promoting the development of disciplinary honors. As a consequence, departments offering transcripted disciplinary honors options have grown from two to 22. Soon after the Honors Program's inception, the Office of Undergraduate Research and Scholarship was formally created, which was envisioned as a means to provide a locus of activity for student inquiry and research by incorporating undergraduate research into all aspects of learning throughout UAA.

The University Honors College seeks to positively impact student success and increase the retention and graduation rate of students participating in Honors. Students who complete the University Honors curriculum (in addition the their major requirements for graduation) are expected to demonstrate high levels of academic achievement and success, as evidenced by success in rigorous honors course work, participation in independent and advanced research and scholarship, successful competition for research awards and scholarships, acceptance into competitive graduate and internship programs and appreciation for the value of community-based projects.

University Honors Program

Option A: Honors in the Liberal Arts
The specific educational outcomes that support the program objectives are to produce Honors graduates who are able to demonstrate:

- Advanced critical and analytical skills.
- Effective oral and written communication skills
- Knowledge of social science research methods and their application across a variety of disciplines.
- Integration of knowledge and skills across a range of disciplines.

Option B: Honors Scholar

The specific educational outcomes that support the program objectives are to produce Honors graduates who are able to demonstrate:

- Conceive and execute independent research or community engagement projects
- Integrate multiple disciplines in the implementation of research and praxis

Tools and Implementation

There are four tools that will be used to assess these outcomes. The table below illustrates the relationship between tools and outcomes. This narrative describes the tools and how they will be used.

1. E-portfolio

Students in the Honors College will build an e-portfolio with their application essay as a baseline. For students taking the Honors in the Liberal Arts option, they will add to their portfolio from essays completed for HNRS 192 and 292 along with their final products from ENGL 111 or 214 and COMM 241. For assessment purposes, a statistically significant number of portfolios will be evaluated generating a narrative evaluation of student progress towards the student learning outcomes. Similarly for students choosing for the Honors Scholar option, the admission essay will provide a baseline with the capstone project providing one dimension of insight into the student’s progress towards student learning outcomes.

2. Survey of faculty mentors

Mentors will work with students for 6 credit hours of capstone work on a thesis or community engagement project. Mentors will evaluate students’ development using a survey. This survey is included as Appendix A.

3. Exit interviews of honors graduates

Exit interviews of honors graduates will be conducted. These interviews will be conducted by faculty or staff from outside UHC to evaluate graduates’ perception of their progress toward the UHC student learning outcomes. These interviews will also provide opportunities for feedback in a more general way which should lead to improvements in UHC curriculum design and delivery. The exit interview questions will be developed in summer 2015.

4. Survey of alumni

Working with alumni relations, UHC will determine the best modality for surveying alumni and conduct surveys of alumni two years and five years after completion. The survey will be constructed to assess alumni perceptions of the impact UHC programming had on their attainment
of UHC outcomes while allowing open responses which will indicate a variety of areas of success and failure. The alumni survey will be developed in summer 2015.
Table 1
Association of Assessment Tools to Program Outcomes

This table is intended to help organize objectives and the tools that are used to measure them. Each tool contributes information on the students' achievement of a different set of objectives. That contribution is tracked in this table.

This table also forms the basis of the template for reporting and analyzing the combined data gathered from these tools. That is shown in the report section.

The UAA Honors Program prepares students who demonstrate:

<table>
<thead>
<tr>
<th>Option A: Honors in the Liberal Arts</th>
<th>e-Portfolio</th>
<th>Survey of Alumni</th>
<th>Exit Interviews of Honors Graduates</th>
<th>Survey of Capstone Project Faculty Mentors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Critical &amp; Analytical Skills</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Effective oral and written communication skills</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Knowledge of social science research methods and their application across a variety of disciplines</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Knowledge of social science research methods and their application across a variety of disciplines</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Integration of knowledge and skills across a range of disciplines</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Option B: Honors Scholar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conceive and execute independent research or community engagement projects</td>
</tr>
<tr>
<td>Integration of knowledge and skills across a range of disciplines</td>
</tr>
</tbody>
</table>

0 = Tool is not used to measure the associated objective.  
1 = Tool is used to measure the associated objective
Review of outcomes assessment

The faculty of the UHC will review the accumulated data in order to evaluate the effectiveness of UHC programming in achieving its stated outcomes. The UHC faculty will develop a comprehensive evaluation of UHC effectiveness and make recommendations for improving student success. Options A and B will be assessed on a rotating basis on alternate years.
Appendix A: University Honors College Thesis Evaluation

Student:  
Faculty Evaluator: 
Date:

Please review the student’s Honors College project and return the results to the Honors College Associate Dean. Assign a score from 5 (highest) to 1 (lowest) for each of the following areas:

Criteria
1. The thesis/research/project addresses precisely articulated critical question(s).
2. The thesis/research/project demonstrates solid familiarity with print and electronic scholarship concerning the specific topic as demonstrated in a literature review.
3. The thesis/research/project applies detailed, documented evidence to support claims.
4. The thesis/research/project uses field-appropriate theories and/or methodologies effectively. Research studies reflect good understanding of scientific process.
5. The thesis/research/project report uses disciplinary writing conventions effectively.
6. The thesis/research/project, if relevant, makes full and correct use of documentation conventions appropriate to the thesis topic.
7. Student’s behavior was professional throughout the thesis process, from initial request for assistance through completion of project.

Notes:

Faculty Signature (or submit via email)

Ewa M. M. 2-13-15
University of Alaska Anchorage

Phlebotomist Occupational Endorsement Program

Educational Effectiveness

Assessment Plan

Version 4.0

Adopted by

The Medical Laboratory Science faculty: January 23, 2015

Submitted to the Office of Academic Affairs

February 2015
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MISSION STATEMENT

The mission of the Medical Laboratory Science Department is to graduate competent and ethical clinical laboratory professionals with the knowledge and the skills for career entry. It is also the department’s mission to prepare graduates for leadership roles in the clinical laboratory and professional organizations and to instill an understanding of the need for maintaining continuing competency in a rapidly changing and dynamic profession.

PROGRAM INTRODUCTION

Phlebotomists are a much needed health occupation in Alaska as in the rest of the United States. The necessity for quality specimen collection and specimen preparation before testing is paramount to producing quality results for the most accurate diagnosis and treatment of patients. In an effort to meet the needs of healthcare industry in both quantity and quality of workers in this field, the Medical Laboratory Science Department has developed the Occupational Endorsement Certificate Phlebotomist Program. The curriculum provides students with the knowledge and skills required for entry-level phlebotomist. The program is offered on-campus and by distance delivery to meet the needs of Anchorage and rural Alaska. Graduates are eligible to sit national certification exams however being awarded an OEC Phlebotomist is not contingent upon passing the certification exam. Those graduates that choose to become certified most often take the ASCP Board of Certification (BOC) exam.

ASSESSMENT PROCESS INTRODUCTION

The assessment plan defines the expected outcomes for the Occupational Endorsement Certificate Phlebotomist. The occupational endorsement certificates were approved by the Undergraduate Academic Board in 2006. Multiple tools have been developed to assess the cognitive, psychomotor and affective domains of the program.

The development of the outcomes was accomplished in part by faculty review of the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) standards for approval of educational programs and the American Society for Clinical Pathology (ASCP), content guidelines for certification of phlebotomy technician. In addition, faculty collaborated with members of clinical facilities in Alaska to determine staffing needs by job description and skill level. Methods used to obtain information from the community were the Community Needs Assessment Survey, input from the Advisory Board, input from the Education Coordinators, and the Focus Group discussions from University / Industry Allied Health Forums (April, 2003 and May 2006).

Due to the small sample size a running 3 year average will be reported annually.

The faculty met and accepted the outcomes and assessment processes on January 23, 2015.

OEC PHLEBOTOMIST PROGRAM OUTCOMES

At the completion of this program, students are able to:

- Demonstrate entry-level competencies for phlebotomist including:
  - Select the appropriate site and demonstrate the proper technique for collecting, handling and processing blood and non-blood specimens.
  - Adhere to infection control and safety policies and procedures
  - Identify factors that affect specimen collection procedures and test results and take appropriate actions.
  - Perform point-of-care testing according to standard operating procedures.
  - Recognize legal implications when interacting with patients, peers, other health care personnel and the public.

- Demonstrate professional conduct, stress management, interpersonal and communication skills with patients, peers and other health care personnel and the public.

- Act upon individual needs for continuing education as a function of growth and maintenance of professional competence.

- Recognize opportunities for professional development with the laboratory.
**Table 1: Association of Assessment Measures to Program Outcomes**

<table>
<thead>
<tr>
<th>Demonstrate entry-level competencies for phlebotomist including:</th>
<th>Employer Survey</th>
<th>Recent Graduate Survey</th>
<th>Certification Exam</th>
<th>Task Objectives Score from Core Abilities</th>
<th>Score from Practicum</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Select the appropriate site and demonstrate the proper technique for collecting, handling and processing blood and non-blood specimens.</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>• Adhere to infection control and safety policies and procedures.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Identify factors that affect specimen collection procedures and test results and take appropriate actions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Perform point-of-care testing according to standard operating procedures.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Recognize legal implications when interacting with patients, peers, other health care personnel and the public.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Demonstrate professional conduct, stress management, interpersonal and communication skills with patients, peers and other health care personnel and the public. | 1 | 0 | 0 | 0 | 1 |

| Recognize opportunities for professional development within the laboratory. | 0 | 1 | 0 | 0 | 0 |

| Act upon individual needs for continuing education as a function of growth and maintenance of professional competence. | 0 | 1 | 0 | 0 | 0 |

0 = Measure is not used to measure the associated outcome.  
1 = Measure is used to measure the associated outcome.
A description of the measures used in the assessment of the program outcomes and their implementation are summarized in Table 2 below. The measures and their relationships to the program outcomes are listed in Table 1, above.

There is a separate appendix for each measure that shows the measure itself and describes its use and the factors that affect the results.

### Table 2: Program Outcomes Assessment Measures and Administration

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
<th>Frequency/ Start Date</th>
<th>Collection Method</th>
<th>Administered by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employer Survey</td>
<td>Survey sent to Laboratory Managers in Alaska</td>
<td>Sent 6 months post-graduation, compiled annually.</td>
<td>Self-report</td>
<td>MLS Department</td>
</tr>
<tr>
<td>Recent Graduate Survey</td>
<td>Survey sent to recent program graduates</td>
<td>Sent 6 months post-graduation, compiled annually.</td>
<td>Self-report</td>
<td>MLS Department</td>
</tr>
<tr>
<td>Certification Exam</td>
<td>National exams for certification</td>
<td>Compiled Annually and reported as 3 year running average</td>
<td>Electronic Report of Scaled Scores</td>
<td>ASCP</td>
</tr>
<tr>
<td>Task Objectives Evaluation Form</td>
<td>Evaluation forms completed by clinical site trainers</td>
<td>Compiled annually and reported as a 3 year running average</td>
<td>Observation 1-5 Likert Scale</td>
<td>Practicum Sites</td>
</tr>
<tr>
<td>Core Abilities Evaluation Form</td>
<td>Evaluation forms completed by clinical site trainers</td>
<td>Compiled annually and reported as a 3 year running average</td>
<td>Observation 1-5 Likert Scale</td>
<td>Practicum Sites</td>
</tr>
</tbody>
</table>
General Implementation Strategy

Training in phlebotomy has taken place at UAA for more than 20 years. In May of 2006, an occupational endorsement certificate program was approved in phlebotomy. Employer and graduate surveys were developed and will be administered semi-annually. Certification exam scores, task objective scores and core ability scores will be compiled annually and reported as a running three-year average due to the small sample size.

Method of Data Analysis and Formulation of Recommendations for Program Improvement

SPSS and Excel will be used for data analysis. The data will be compiled annually and a report will be written. The annual number of graduates from the on-campus phlebotomy program is limited due to the space limitations of the UAA classroom and student laboratory and the limited number of clinical sites for student practicums. Although classroom space does not limit the distance delivered program, finding clinical sites and mentors has limited enrollment in. Due the small sample size, a running 3 year average will be used.

The assessment coordinator and faculty will meet to review the data. This meeting should result in recommendations for program changes that are designed to enhance performance relative to the program’s outcomes. The results of the data collection, an interpretation of the results, and the recommended programmatic changes will be used to complete the Assessment Survey administered by the Office of Academic Affairs. A plan for implementing the recommended changes, including advertising the changes to all the program’s stakeholders, will also be completed at this meeting. Any changes will be discussed with the Program’s Advisory Board and Education Coordinators during the August meeting prior to start of school year.

The proposed programmatic changes may be any action or change in policy that the faculty deems as being necessary to improve performance relative to the program’s outcomes. Recommended changes should also consider workload (faculty, staff, and students), budgetary, facilities, and other relevant constraints. Changes may include:

- Changes in course content, scheduling, sequencing, prerequisites, delivery methods, etc.
- Changes in faculty/staff assignments
- Changes in advising methods and requirements
- Addition and/or replacement of equipment
- Changes to facilities

Modification of the Assessment Plan

The faculty, after reviewing the collected data and the processes used to collect it, may decide to alter the assessment plan. Changes may be made to any component of the plan, including the objectives, outcomes, assessment tools, or any other aspect of the plan. The changes are to be approved by the faculty of the program. The modified assessment plan is to be forwarded to the director’s office and the Office of Academic Affairs.
Appendix A: Employer Survey

Measure Description:

The employer survey asks employers to evaluate their employees who have graduated from UAA for performance and professional capabilities. Additionally, employers are asked about staffing needs in their facility. A sample of the survey instrument is included on the following page.

Employers of our graduates are clinical and reference laboratories and subregional clinics who hire certified phlebotomists.

Factors that affect the collected data:

Factors that need to be taken into consideration when analyzing the data follow.

- Response rate
- Sample size
- Personal bias when answering narrative questions

How to interpret the data:

Questions 2 – 4 provide information on the quality of education provided by UAA. Question 6 gives our program informal information on community needs.

Sample Survey

A sample survey is provided on the next page.

Tabulating and Reporting Results:

The survey is designed by the faculty. The assessment coordinator sends the survey. Laboratory personnel complete the survey. The assessment coordinator receives the surveys, analyzes the data, writes the report and reviews the results with the program faculty.

Outcome

- Demonstrate entry-level competencies for phlebotomy technicians (OEC Phlebotomist)
  - Select the appropriate site and demonstrate the proper technique for collecting, handling and processing blood and non-blood specimens.
  - Adhere to infection control and safety policies and procedures.
  - Identify factors that affect specimen collection procedures and test results and take appropriate actions.
  - Perform point-of-care testing according to standard operating procedures.
  - Recognize legal implications when interacting with patients, peers, other health care personnel and the public.

Benchmark: average Likert Score: not met <3, met 3-4, exceeded >4.
During the past year have you hired graduates of the UAA Phlebotomy Program?  
Yes _____  
No _____

In your opinion, how well did the UAA Phlebotomy Program prepare the student for entry-level employment at your facility?  
___ Well Prepared  
___ Prepared  
___ Not Prepared  
___ NA

In your opinion, which areas of the curriculum need improvement?  

Does this graduate have the professional capabilities required for their current position? 
Yes____ No____ NA _____  
Comments:

Would you hire other graduates from the UAA Phlebotomy Program?  
Yes_____ No____

Is the Medical Laboratory Science Department at UAA meeting your current staffing needs?  
Yes____ No____  
Comments:

Additional Comments
Appendix B: Recent Graduate Survey

Measure Description:

The recent graduate survey asks students who have graduated from the UAA OEC Phlebotomist to provide their current employment status and evaluate their readiness for employment after 6 months in the workplace. Additionally, students are asked about their continuing education activities and membership in professional organizations. A sample of the survey instrument is included on the following page.

Factors that affect the collected data:

Factors that need to be taken into consideration when analyzing the data follow.

- Response rate
- Sample size
- Graduates may move from Alaska.

How to interpret the data:

Questions 1, 4, and 5 provide information on the employment activities of recent graduates. Questions 2 – 4 give us information on level of commitment to the profession after graduation. Questions 7 – 9 provide the Program information on the quality of education received at UAA relative to readiness for the workplace.

Maintaining contact with our recent graduates allows us to administer this survey more effectively.

Sample Survey

A sample survey is provided on the next page.

Tabulating and Reporting Results

The survey is designed by the faculty. The assessment coordinator sends the survey to recent graduates, tabulates the results and writes the report for faculty review.

Outcome

- Recognize opportunities for professional development with the laboratory.
- Act upon individual needs for continuing education as a function of growth and maintenance of professional competence.

- Benchmark: not met <50% of graduates that responded to the survey have not participated in continuing education, met 51-70% of respondents participated in continuing education, exceeded >70% of respondents have participated in continuing education.
**UNIVERSITY OF ALASKA ANCHORAGE**  
**MEDICAL LABORATORY TECHNOLOGY DEPARTMENT**  
**GRADUATE STUDENT SURVEY**

**STUDENT:** ____________________________  **YEAR GRADUATED:** _______  **DATE:** _______

**PROGRAM:** Phlebotomy  
**DELIVERY METHOD:** On-Campus  Distance

<table>
<thead>
<tr>
<th>Since graduating from the program, have you:</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Worked in the field: Other job: ___________</td>
</tr>
<tr>
<td>___ Returned to School; Where ________________</td>
</tr>
<tr>
<td>___ Other ________________________________</td>
</tr>
</tbody>
</table>

| What laboratory professional organization(s) do you belong to? | None____ ASCP____ ASCLS____ CLSA____ AMT____ |
|-----------------------------------------------------------------|

| Have you participated in continuing education during previous six months? | Yes____ No____ |
|--------------------------------------------------------------------------|

| Have provided continuing education for your peers during the last six months? | Yes____ No____ |
|-----------------------------------------------------------------------------|

| Are you currently employed? | Yes____ No____ |
|-----------------------------|

<table>
<thead>
<tr>
<th>Please list places of employment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Job Title</td>
</tr>
<tr>
<td>Address</td>
</tr>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Job Title</td>
</tr>
<tr>
<td>Address</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How do you feel the program prepared you for employment?</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Well Prepared</td>
</tr>
<tr>
<td>___ Prepared</td>
</tr>
<tr>
<td>___ Not Prepared</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What areas of the curriculum were strongest?</th>
<th>Strongest:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What areas of the curriculum were weakest?</th>
<th>Weakest:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What areas of the curriculum were not applicable (if any) to your current position?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Other comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>----------------</td>
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</tbody>
</table>
Appendix C: Practicum Task Evaluation

Tool Description:

Clinical trainers observe the student’s performance and complete the Task Objective forms during the student practicums. The students are evaluated on their ability to perform specific tasks in each area of their clinical rotation. The scores are based on a student’s terminal performance of the task being graded and reflect entry-level competence. The scores from this evaluation are incorporated into the final grade of the practicum.

Factors that affect the collected data:

Factors that need to be taken into consideration when analyzing the data follow.

- Scoring is somewhat subjective
- Students are aware of impact of scoring on their UAA practicum grade

How to interpret the data:

Criteria are provided for clinical trainers for scoring, this helps to reduce any subjectivity or bias. The information provides the program with data to assess the cognitive and psychomotor skills taught in the prerequisite courses for MEDT A195A Phlebotomy Practicum to determine if students are adequately prepared for their clinical training. The data also assesses entry-level competencies on students graduating from the program.

Sample Evaluation

A sample evaluation and criteria for scoring are provided on the next 3 pages.

Tabulating and Reporting Results:

The evaluation is designed by the faculty. The evaluation is part of the practicum folder that the students take to their practicum sites. The clinical trainers complete the evaluation. The Practicum Coordinator receives the scores and inputs them into the gradebook on Blackboard. The Practicum Coordinator exports the gradebook and the Assessment Coordinator analyzes the data, writes the assessment report and reviews the report with the faculty who provide recommendations for improvement.

Outcome

- Demonstrate entry-level competencies for phlebotomy technicians (OEC Phlebotomist)
  - Select the appropriate site and demonstrate the proper technique for collecting, handling and processing blood and non-blood specimens.
  - Adhere to infection control and safety policies and procedures.
  - Identify factors that affect specimen collection procedures and test results and take appropriate actions within predetermined limits when applicable.
  - Perform point-of-care testing according to standard operating procedures.
  - Recognize legal implications when interacting with patients, peers, other health care personnel and the public.

Benchmark: program average for task objectives: not met <3 below average to unacceptable performance; met 3-4 average performance; exceeded >4 above average to outstanding performance.
Clinical Rotation Grading Criteria

The grading criterion for the clinical rotation consists of technical task completion, evaluation of the student’s professional capabilities, and a written exam. The written exam is administered by the Practicum Coordinator at the University of Alaska Anchorage.

Student Task List

The clinical trainer monitors the checklist for completion and performance of technical tasks. The task lists are a general outline of the tasks that a student should have the opportunity to discuss, observe and/or perform during clinical rotations. The task evaluation should be based on the terminal performance (not grading students the first time they perform a task). Additionally, the students’ performance should be evaluated based on the expectations of performance of an entry level employee.

Technical tasks are evaluated according to the following criteria:

- **E Exceptional**: Student performs independently after proper instruction and orientation; shows initiative and rarely needs to consult with trainers. Tasks are performed essentially error-free.

- **A Acceptable**: This is the expected performance of an entry-level tech after instruction and orientation. Manuals and other resources may occasionally be used and students may need to consult trainers occasionally for clarification but otherwise should be able to perform independently.

- **U Unacceptable**: Performance is below that of entry-level tech after orientation and instruction. Frequent consultation with trainers is required and errors are noted after repeated attempts to remediate. Any violation of ethics, safety or patient privacy rules would be another reason for this evaluation. **This score must be documented and the UAA practicum coordinator consulted**

- **NA Not assessed**: Task not performed in lab, no samples available etc.

Levels of Achievement

Only tasks that are **performed** should be scored

- **Performed (P)** – Student has performed the process under the direction of the clinical trainer. The student’s terminal performance meets the level of competency required by the laboratory for that task or process.

- **Discussed (D)** – Process was discussed, principle explained, and the student acknowledges an understanding of the process or principle.

- **Observed (O)** – Process has been performed and demonstrated by personnel at the facility. Student has observed the demonstration and has been allowed to ask questions as needed. The student acknowledges an understanding of the process or principle by verbally explaining the process and principle back to their clinical trainer.
Core Abilities

To assist students in developing the professional behaviors the Medical Laboratory Science faculty at UAA have developed “Core Abilities” and associated behavior criteria. Students’ core abilities are evaluated by faculty after they complete their first semester of 200-level MEDT courses. The MLS faculty meet with the student to discuss the evaluation and provide recommendations for improvement. Students must receive a score of 3 or higher on the Developing Level Criteria in order to progress in the program. Clinical trainers assess the students’ professional behavior during the clinical experience.

The Core Abilities Assessment is a tool for evaluating the professional behavioral aspects of a student during their clinical rotations. Clinical trainers should review the attribute and associated behaviors as listed on the assessment form and determine the student’s performance.

If a student performs well in most situations the instructor should check the “Yes” box; if a student performs poorly or inconsistently, the instructor should check the “No” box. The assessment should be based on behaviors observed during the rotation and a single instance of poor behavior would not generally warrant a negative evaluation. However, any egregious violation of safety policies, patient confidentiality disclosure, falsifying data or similar serious infractions should be noted immediately.

The Core Abilities Assessment includes attributes in the following areas:

- Professional demeanor
- Following policies and procedures
- Technical competence
- Commitment to learning
- Problem solving
- Communication skills
- Interpersonal skills
- Effective use of time and resources
- Use of constructive feedback
- Workplace responsibilities

Students must demonstrate satisfactory behaviors in each of the five critical core abilities (listed at the top of the form) in order to pass the practicum. Any “No” score in this section should be documented and the UAA Practicum Instructor notified.

“Yes” scores on the remainder of the form will enhance the student’s practicum grade.

There should be a separate Core Abilities Assessment for each of the following rotations:

- Phlebotomy/Processing
- Core Lab
- Transfusion Services
- Microbiology
Phlebotomy and Processing

<table>
<thead>
<tr>
<th>Evaluation Key for Tasks that are performed:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>E Exceptional</strong></td>
</tr>
<tr>
<td><strong>A Acceptable</strong></td>
</tr>
<tr>
<td><strong>U Unacceptable</strong></td>
</tr>
<tr>
<td><strong>NA Not assessed</strong></td>
</tr>
</tbody>
</table>

Given the necessary equipment, supplies, and directions, the student will discuss, observe and/or perform the following:

<table>
<thead>
<tr>
<th>Task</th>
<th>Level of Achievement</th>
<th>Evaluation</th>
<th>Trainer’s Initials</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Orientation to the lab and safety equipment/procedures.</td>
<td>Observe</td>
<td>Not scored</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Recognize and adhere to infection control practices of the clinical facility.</td>
<td>Perform</td>
<td>E A U NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Recognize and adhere to safety practices of the clinical facility.</td>
<td>Perform</td>
<td>E A U NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Demonstrates proper procedures for patient and specimen identification.</td>
<td>Perform</td>
<td>E A U NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Demonstrate the proper technique for performing venipunctures by successfully completing blood collection.</td>
<td>Perform</td>
<td>E A U NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Demonstrate the proper technique for performing skin punctures by successfully completing blood collection.</td>
<td>Perform</td>
<td>E A U NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Select the appropriate equipment, supplies and containers for collection of blood and non-blood specimens.</td>
<td>Perform</td>
<td>E A U NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Employ the correct order of draw when collecting blood specimens.</td>
<td>Perform</td>
<td>E A U NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Demonstrate the ability to apply age specific practices and techniques.</td>
<td>Perform</td>
<td>E A U NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Perform or observe special collections (bleeding time, Blood Bank, blood cultures etc.) as applicable to site.</td>
<td>Perform / Observe</td>
<td>E A U NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Perform or observe Point-of-care testing as applicable to site.</td>
<td>Perform / Observe</td>
<td>E A U NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Demonstrate an understanding of test requisitioning, data entry, receiving specimens and printing labels, collection lists and reports.</td>
<td>Perform / Observe</td>
<td>E A U NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Identify factors (e.g. IVs, timed collections etc.) that affect specimen collection procedures and test results and take appropriate actions</td>
<td>Perform</td>
<td>E A U NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Receive and process specimens correctly for in-house and reference lab testing.</td>
<td>Perform</td>
<td>E A U NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Prepare satisfactory blood film</td>
<td>Perform</td>
<td>E A U NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Distribute specimens to the appropriate testing area.</td>
<td>Perform</td>
<td>E A U NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Perform appropriate packaging and labeling for shipping of specimens for reference lab testing.</td>
<td>Perform</td>
<td>E A U NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Perform (or observe) entering results and documentation of reference lab testing.</td>
<td>Perform / Observe</td>
<td>E A U NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Discuss the impact of proper professional conduct including legal and forensic procedures when interacting with patients, peers and other healthcare workers</td>
<td>Discuss</td>
<td>Not scored</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Other Phlebotomy or Processing procedures: (list)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instrument/Methods</td>
<td>Instrument used for training</td>
<td></td>
<td></td>
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<tr>
<td>--------------------------------------------------------</td>
<td>------------------------------</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Centrifuge(s)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Point-of-care Analyzers (located in the lab)</td>
<td></td>
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<td></td>
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<tr>
<td>Other (please list)</td>
<td></td>
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</tbody>
</table>
Appendix D: Practicum Professional Evaluation

Measure Description:
Clinical trainers complete the Core Abilities Assessment during the student practicums. The assessment tool was revised by program faculty with input from the clinical trainers in 2010 to clarify and reduce the number of outcomes assessed. The outcomes relate to the affective domain of the student while in practicum. The students are evaluated in the following areas: commitment to learning, interpersonal skills, communication skills, effective use of time and resources, use of constructive feedback, problem solving and critical thinking and professionalism. A sample evaluation is provided on the next page.

Factors that affect the collected data:
- Scoring is somewhat subjective
- Students are aware of impact of scoring on their UAA practicum grade
- Interrater reliability

How to interpret the data:
Criteria are provided for clinical trainers for scoring, this helps to reduce subjectivity or bias. The information provides the Program with data to assess the quality of education in the affective domain. Students must receive a “yes” score on the first 5 attributes in order to pass practicum. Students receive a grade of 70% for a “yes” on the first five attributes. Scoring “yes” on the additional attributes increases their grade.

The evaluation is designed by the faculty and is part of the practicum notebook that the students take to their clinical sites. The clinical trainers complete the evaluation. The practicum coordinator reviews the results with the student and provides each student’s average score to the assessment coordinator. The assessment coordinator computes the average score for all students evaluated during the assessment period and reports the three-year running average. The average scores are used to assess the following outcome:

Outcome
Demonstrate professional conduct, stress management, interpersonal communication skills with patients, peers and other health care personnel and the public recognizing possible legal implications.

Benchmark: program average on core abilities assessment-not met <70%; met 70-85%; exceeded >85%
## Core Abilities Assessment - Phlebotomy

### Attributes 1 – 5 are critical areas for preparation for the workplace. Students must demonstrate positive behavior in each of these in order to pass practicum.

<table>
<thead>
<tr>
<th>Core Ability</th>
<th>Demonstrates Behavior</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Maintains Professional demeanor in routine and stressful situations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examples: Appropriate handling of unexpected changes, appropriate responses to trainers and co-workers, professional interaction with patients and other healthcare team members, admits error or mistakes, seeks assistance in difficult situations</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2. Follows procedures without shortcuts and practicum site policies</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Examples: does not deviate from established policies &amp; procedures, questions are directed to the appropriate person, shows attention to detail, is compliant with HIPAA</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3. Demonstrates technical competence</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Examples: Able to perform tasks with minimal or no assistance, appropriate use of procedure manuals and reference materials for testing, displays confidence after instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Demonstrates appropriate problem solving skills with trainer assistance (recognizes technical problem, clearly communicates to trainer, identifies process for resolution, applies process)</td>
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<tr>
<td>5. Understands basic English necessary for the technical field (verbal and written instructions)</td>
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</tbody>
</table>

### Additional attributes which are important in preparing the student for the workplace. Positive behavior in these will enhance the core abilities portion of the practicum grade.

<table>
<thead>
<tr>
<th>Core Ability</th>
<th>Demonstrates Behavior</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Demonstrates interpersonal and teamwork skills</td>
<td></td>
<td></td>
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<tr>
<td>Examples: functions well with others in the clinical setting, helps others willingly, respects cultural and age differences in others, recognizes impact of non-verbal communication, restates or clarifies messages</td>
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<tr>
<td>7. Performs assigned tasks in a timely manner and demonstrates the ability to multitask</td>
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<tr>
<td>8. Seeks unsolicited tasks when assigned work is completed or uses downtime for studying</td>
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<tr>
<td>9. Uses proper telephone etiquette – critical value calls, inquiries on results, test add-ons, etc. (mark N/A if student is not allowed to use the telephone)</td>
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<tr>
<td>10. Demonstrates appropriate problem solving skills without trainer assistance (recognizes technical problem, clearly communicates to trainer, identifies process for resolution, applies process)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>11. Demonstrates commitment to learning:</td>
<td></td>
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<tr>
<td>• Seeks learning experiences in addition to assigned tasks</td>
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<tr>
<td>• Asks relevant questions</td>
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<tr>
<td>• Seeks outside resources to fill gaps in knowledge</td>
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<tr>
<td>12. Demonstrates appropriate response to constructive criticism</td>
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<tr>
<td>• Seeks constructive criticism and integrates feedback from clinical trainer</td>
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<tr>
<td>• Assesses own performance accurately</td>
<td></td>
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<tr>
<td>• Develops a plan of action in response to feedback</td>
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<tr>
<td>• Moves forward when mistakes are made</td>
<td></td>
<td></td>
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<tr>
<td>13. Workplace responsibilities:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Arrives on time for practicum rotations and begins work promptly</td>
<td></td>
<td></td>
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<tr>
<td>• Follows procedures for reporting absences</td>
<td></td>
<td></td>
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<tr>
<td>• Leaves work area clean, neat, and with supplies/reagents replenished</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Informs clinical trainer with leaving work area</td>
<td></td>
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</tbody>
</table>

Student Signature/Date
Appendix E: REGISTRY EXAMS

Measure Description:
This tool will include results from national registry exams taken by students post-graduation from the UAA OEC Phlebotomist Program. The exam included in the report will be the American Society of Clinical Pathologists (ASCP) Board of Certification. The exam results are broken down by discipline and will allow the program to target course specific areas for improvement.

Factors that affect the collected data:
Factors that need to be taken into consideration when analyzing the data follow.

- A student may not give permission for the Program to have results.
- Students may miss or mislabel the school code when completing registry exam applications
- Sample size

How to interpret the data:
Registry exam results provide the program with the student’s total score plus the national average for that particular testing period. The same information is broken down into content areas. The information will be collected annually and reported as a running three-year average due the small sample size. The program average will be compared to national average for the same testing period.

Tabulating and Reporting Results:
The exams are designed and administered by the certifying agencies. The program director receives the exam results and provides the assessment coordinator with annual program and national averages. The assessment coordinator analyzes and reports the information for use in faculty outcomes review.

Outcome
- Demonstrate entry-level competencies for phlebotomy technicians (OEC Phlebotomist)
  - Select the appropriate site and demonstrate the proper technique for collecting, handling and processing blood and non-blood specimens. (Content Area: Specimen Collection and Specimen Processing and Handling)
  - Recognize and adhere to infection control and safety policies and procedures. (Content Area: Laboratory Operations)
  - Demonstrate an understanding of test requisitioning. (Content Area: Laboratory Operations)
  - Identify factors that affect specimen collection procedures and test results and take appropriate actions within predetermined limits when applicable. (Content Area: Specimen Collection, Non-blood Specimens and Specimen Processing and Handling)
  - Perform point-of-care testing according to standard operating procedures. (Content Area: Point-of Care Testing)

Benchmark: program average for total score and scores on the content areas compared to national average: not met UAA >50 points lower national average; met UAA = national average; exceeded UAA > 50 points higher than national average.
2015 Annual Academic Assessment Survey

Q1 Please enter your full name.

Q2 Please enter your title or position.

Q3 In the case that the Faculty Senate Academic Assessment Committee or the Office of Undergraduate Academic Affairs needs to contact you or a designee to discuss any of these survey responses, please provide the appropriate name(s) and contact information.

Q4 Please select the college you are reporting for.

Q5 Please select the degree program you are submitting this survey for.

Q6 Are admissions to your program formally suspended by the Provost?
   ☐ Yes (if selected, survey complete)
   ☐ No (if selected, continue to question 7)

Q7 Have you submitted your annual academic assessment report to your college?
   ☐ Yes
   ☐ No

Q8 Is the program externally accredited by any organization other than the NWCCU?
   ☐ Yes
   ☐ No

If yes, please provide the name of the accrediting organization(s).

Q9 Please estimate the percentage of program faculty who actively engaged in assessment activities this past academic year.
   ☐ 0-24\%
   ☐ 25\%-49\%
   ☐ 50\%-74\%
   ☐ 75\%-100\%

Q10 In the past academic year, has the program made changes to its assessment plan?
   ☐ Yes
   ☐ No

If yes, please explain the purpose for the changes and briefly highlight what major changes were made.
Q119 Please select what stage of the annual assessment process the program is in.
- No assessment data has been collected. (1)
- Assessment data has been collected. (2)
- Assessment data has been compiled or aggregated. (3)
- Program faculty have reviewed and discussed assessment data. (4)
- Program faculty have made recommendations for improvement based on assessment data. (5)

If 1, please explain.

If 2, please estimate when data will be compiled or aggregated.

If 3, please estimate when program faculty will review and discuss assessment data.

If 4, please estimate when program faculty will consider and make recommendations for improvement.

If 5, please describe the program improvement recommendation that has been made.

Q120 What is the number of current Program Student Learning Outcomes (PSLOs) for the program?

Q131 While not all PSLOs need to be measured annually, PSLOs should be measured within a reasonable review cycle. Please provide information below about the PSLOs that the program measured this academic year.

- Indicate the number of measured PSLOs for which student achievement met or exceeded program faculty expectations.
- Indicate the number of measured PSLOs for which student achievement did not meet program faculty expectations.
The ultimate goal of academic program assessment at UAA is to serve as a resource for improving teaching and learning. Over the course of this academic year, has the program used past assessment results to make improvements? If yes, please check all that apply.

- Core course curriculum adjustments
- Core course prerequisite changes
- Changes in teaching methods
- Changes in advising
- Course enrollment changes
- Program changes
- Personnel decisions
- Changes in program policies/procedures
- College-wide initiatives
- Faculty, staff, student development
- Other
- None were recommended for this year
- Changes to Program Student Learning Outcomes (PSLOs)

If other, please briefly describe.

Would you like any assistance from the Faculty Senate Academic Assessment Committee at this time?

- Yes
- No

If yes, please describe the type of assistance you are requesting.

The Faculty Senate Academic Assessment Committee is dedicated to minimizing additional assessment reporting requirements. Please let us know if you have any comments, concerns, or feedback on this survey tool.
Q15. The following optional questions are designed to help the Faculty Senate Academic Assessment Committee better understand the overall status of academic program assessment at UAA. Would you like to submit your survey now or continue and answer our optional questions?
- Submit now and exit survey
- Submit now and continue to optional questions

Optional Questions: The Faculty Senate Academic Assessment Committee is committed to actively improving this annual survey, and to meeting the needs of programs, faculty, and administration. These optional questions are designed to give the FSAAC further insight into assessment activities at UAA. Thank you for taking the time to answer these optional questions.

Q16. What kinds of assessment measures is the program currently using?
- Direct (e.g. exam, research paper, presentation, performance)
- Indirect (e.g. student survey, focus group discussion)
- Both

Q17. Have common rubrics been developed for your Program’s Student Learning Outcomes (PSLOs)?
- Yes
- No

If yes, would you be willing to share them?

Q18. What methods are being used for collecting, organizing, and storing the program’s assessment data?

Q19. Has the program developed an effective and manageable schedule for evaluating student achievement of the Program Student Learning Outcomes (PSLOs)?
- Yes
- No

If yes, please tell us about the approach.
If no, please tell us about the challenges the program is facing.

Q20. How is the program faculty trained or oriented to participate in the assessment process?

Q21. What types of support for assessment activities does the program faculty receive from the program and/or college-level administration?
Program Name/s: .......................................................... 
Degree Type/s: ..........................................................
College/Campus: ....................................................... 
Academic Year: ........................................................ 
Submitted by: ................................................................

Name, Title
Submitted to: ................................................................

Name, Title Date

Program improvements and assessing Impact

1. Did the program implement any changes this year based on past assessment results? If so, what were they and why were they made?

2. Do you have any new information about how well past improvements have worked?

This year’s assessment process

3. Please list the Program Student Learning Outcomes your program assessed this academic year.

4. Describe the process, including the collection of data, analysis of data, and faculty conversations around the findings.

5. What are the findings and what do they tell the faculty about student learning in your program?

6. Based on the findings, did the faculty make any recommendations for program improvement? Please describe.

7. What would you like to highlight about your assessment process?

8. Please describe any challenges with the assessment process.