

**2021 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 is moving 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 admissions 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, "In AY21 four program graduates were accepted to graduate programs in the field." Programs with specialized accreditation or other external recognitions must comply with 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 want to undo an answer, press "Control-Z" or "Command-Z."

For technical assistance with this form, email Academic Affairs ([uaa.oaa@alaska.edu](mailto:uaa.oaa@alaska.edu)).

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**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:** 10/8/2021

**Submitted by:** Bridgett Mayorga Program Director DMS

**Program(s) covered in this report:** Diagnostic Medical Sonography AAS

*(Programs with suspended admissions and new programs in the first year of implementation are not required to complete this form.)*

If you selected "Other" above, please 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:** The DMS program is in the process of initiating the specialized accreditation from CAAHEP for the UAA program.

## 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., courses), co-curricular (e.g., internships, conferences), and extra-curricular (e.g., student clubs) learning experiences.

After the stakeholder-based process in AY20, UAA conducted a pilot project focusing on the core competency of Personal, Professional, and Community Responsibility (PPCR). This decision was based on input from the 2020 Annual Academic Assessment Retreat.

Question #1 below is designed to engage program faculty in thinking about how they can or already do promote student learning in this core competency.

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

- **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)**

Students would develop proficiency in this Core Competency in DMS A101 Introduction to Sonography, DMS A103 Patient Care in Sonography, DMS A219 Practical Sonography

Lab as well as Clinical Practicum I, II and III. All courses provide learning opportunities and skill development in the application of patient care, sonography professional responsibilities and health care community engagement.

- **Do you have an example that could be a model for the university of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency?** Yes No

**If yes, please briefly describe. (500 characters or less)**

Clinical Practicum I, students complete program competencies and evaluations while on clinical site placements. The students are guided and evaluated by sonographers in the healthcare setting to ensure student learning of skills necessary for the profession. Students are evaluated for professionalism as a provider as well as their overall learning and growth as a sonographer and care giver.

- **Do you have any ideas about where your program or the university might develop other intentionally designed opportunities for students to develop proficiency in this core competency?** Yes No

**If yes, please briefly describe. (500 characters or less)**

A course revision to DMS A 392 has been completed to include additional professional development. The new course will allow students to further development skills in the healthcare setting and share their experiences with classmates. The new course will include personal reflection, professional growth and healthcare communities activities to further develop the skills necessary to excel in sonography

## PROGRAM STUDENT LEARNING OUTCOMES

2. Please list the Program Student Learning Outcomes your program assessed in AY21. 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 – Exceeded faculty expectations.***

- Demonstrate appropriate technical and effective skills in the clinical setting. -Exceeded Faculty Expectation
- Demonstrate patient-centered age-specific skills. -Exceeded Faculty Expectation
- Analyze images to determine diagnostic quality. -Exceeded Faculty Expectation
- Demonstrate critical thinking and problem-solving skills in both the didactic and clinical setting. - Exceeded Faculty Expectation
- Apply written communication skills to the construction of documents of record that are established professional guidelines. -Exceeded Faculty Expectation
- Apply communication skills to the explanation of ideas and scientific terminology. -Exceeded Faculty Expectation

- Explain cultural diversity and evaluate the role of cultural competency, values, and ethics in the patient care setting. -Exceeded Faculty Expectation
- Demonstrate proper work ethics. -Exceeded Faculty Expectation
- Examine the value of leadership, professional development, and growth-Exceeded Faculty Expectation.

**3. Describe your assessment process in AY21 for these program student learning outcomes, including the collection of data, analysis of data, and faculty (and other, e.g., advisory board) conversations around the findings. (750 characters or less)**

The DMS program revised its Outcome Assessment plan to allow for a better understanding of program student learning as well as overall program success. The new plan allows the program to collect and analyze data for both first year and second year student learning outcomes to evaluate student learning across the entire program. Assessment tools included student clinical competency scores, student clinical evaluations, renal pathology presentations, Fundamental's lab practical exams, and student writing assignments. The program also collected data from the American Registry of Radiologic Technologists (ARRT) and the American Registry of Diagnostic Medical Sonographers (ARDMS) All outcomes were discussed with the Advisory Board.

**4. What are the findings and what do they tell the faculty about student learning in your program? (750 characters or less)**

The review of the outcome assessment data finds the program met benchmarks for all SLO's for AY2021. The program achieved 94% pass rate on the ARDMS SPI (physics) exam with 16 of 17 students passing on the first attempt. The ARRT reports a 100% pass rate for the sonography exam and ARDMS reports 100% pass rate for the abdomen content specialty exam. The program also had an 89% retention rate. The findings for all SLO's indicate to faculty that the program is providing learning opportunities that prepare students to be successful in the field and excel in post graduation workforce.

**5. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the program student learning outcomes? Please describe the recommended action, what improvement in student learning the program hopes to see with this change, the proposed timeline, and how the program will know if the change has worked. If no recommendations for changes were made, please explain that decision. (750 Characters or less)**

Faculty will continue to collect and assess data for the new outcome assessment plan prior to making any changes. The advisory committee will also be asked for input into any areas for improvement. From the student perspective, many were concerned about limited scanning time due to COVID 19 face to face restrictions. With the return to face to face instruction and added lab time, the program will wait until the end of this academic year before any changes are initiated for lab scanning as the program believes this issue will resolve without any changes.

## PROGRAM IMPROVEMENTS AND ASSESSING IMPACT ON STUDENT LEARNING

**6. In the past academic year, how did your program use the results of previous assessment cycles to make changes intended to improve student achievement of the program student learning outcomes? Please check all that apply.**

- Course curriculum changes
- Course prerequisite changes
- Changes in teaching methods
- Changes in advising
- Degree requirement changes
- Degree course sequencing
- Course enrollment changes (e.g., course capacity, grading structure [pass/fail, A-F])
- 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 AY21.

**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)**

The previous outcome assessment plan for DMS did not provide any realistic and workable data as reported in the 2019 Annual Assessment report. The program undertook a complete revision of its outcome assessment plan and believes the new plan provides a better evaluation of SLO's and PLO's. The current plan provided excellent data to support SLO's and the program will continue to collect data to ensure the program and students are achieving the intended goals. In addition, the program is conducting a 60 student survey of all incoming first year students to better assess what students need as they begin the DMS program.

## STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS

Programs are not required to respond to question #8 below for their report due on October 15, 2021. Question #8 will be required for the next round and moving forward.

**8. Respond to at least one of the following metrics. Student success depends on many aspects of a student's experience. On the academic program level, it can relate to correct placement, course**

sequencing, standardized pre-requisites, the intentional use of high impact practices, proactive advising, course scheduling practices, etc. UAA is using the following two metrics in its cyclical Program Review process, as well as in its reaffirmation of accreditation process. These data are included in the most recent IR-Reports Program Review dashboard. Please review these data for your program, note any equity gaps, and describe steps you are taking or plan to take to close those gaps.

| Metric  | Definition   | Rationale   |
|---|--|---|
| JUNIOR GRADUATION RATE - BACCALAUREATE  | The percentage of students who graduate with a bachelor's degree within four years of first reaching junior class status (60 credits).<br><i>Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.</i>  | Junior graduation rate (after 60 credits) can reflect a department's success in helping students complete their degrees. Within their first 60 credits, students typically focus on completing GERs and often switch majors. Tracking how long it takes students to complete their degrees after 60 credits, when many students have likely committed to a specific major, can provide actionable information for departments.  |
| COURSE PASS RATES BY COURSE LEVEL (Undergraduate lower-division, undergraduate upper-division, and graduate). | The percentage of students who receive a passing grade (A, B, C, P) for all undergraduate students and (A, B, P) for graduate 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. Included in the denominator for graduate level are the grades C, D, F, W, I, NP, NB. Discipline acts as a proxy for a program. <i>Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.</i> | Low pass rates are one critical way to identify courses that are barriers to student success and 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. |

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)**

Spring 2020- 100% pass rate on the ARDMS SPI (Physics exam), Spring 2021- 90% pass rate on the ARDMS SPI (Physics exam). The program increased its enrollment from 5 to 9 students in 2019 and again increased to 10 students in 2020 and 2021. The program has achieved an 89% retention rate as well as an 89% graduation rate. 100% of graduates are employed in the field and many have received employment offers months prior to graduation, reflecting a positive clinical education experience that has led to employment of students at the clinical placement sites.

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### DEAN SECTION (Due to the program on January 15)

*After completing the Dean Section and signing it, the dean should email this form to the program, and copy [uaa\\_ooo@alaska.edu](mailto:uaa_ooo@alaska.edu) for posting. If the program is delivered on one or more community campus, the dean should consult with the appropriate community campus director(s) on the response and copy the appropriate community campus director(s) when emailing the response to the program.*

1. **Based on the program's responses above, what guidance and support do you have for the program moving forward? Is there a particular area the program should focus on? (750 characters or less)**

The program is commended for its extensive work in revising assessment plans and outcomes tracking to yield data that informs program improvement. The inclusion of both student and advisory board feedback is a valuable element. Inclusion of formative assessment across the curriculum is an important feedback mechanism. The outcomes on internal measurements and national board exams show that the program is highly effective in producing competent sonographers. As the program grows in size and implements curriculum changes to reduce the total credits in the associate degree, based on past program review recommendations, they are encouraged to continue both formative and summative assessment to monitor any impact of these changes on outcomes.

2. **Is there something the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, including the closing of equity gaps, that might serve as a model for other programs? If yes, please explain. You may skip this question. (750 characters or less)**

Internships and community-based learning are both high impact teaching practices that have been well-incorporated into the DMS program. It is particularly noteworthy that these experiences have been scaffolded through the curriculum, rather than using it exclusively as a summative experience and assessment tool. This fosters both student learning and more responsive assessment opportunities.



Dean's signature:

Kendra Stole

Date: 12/23/2021