

**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).

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: 10/15/2021

Submitted by: Paul E. Perry, Paramedic Program Director, peperry@alaska.edu

Program(s) covered in this report: Paramedical Technology 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) N/A

College: College of Health

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

Specialized accrediting agency (if applicable): Commission on Accreditation of Allied Health Education Programs upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions

If explanation is necessary, such as only some of the certificates and degrees are covered by the specialized accreditation, briefly describe: N/A

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)**

The UAA Paramedic Program offered through the Kenai Peninsula College and Matanuska-Susitna College provides students a pathway toward receiving National Registry of Emergency Medical Technician (NREMT) certification and State of Alaska Paramedic Mobile Intensive Care Paramedic (MICP) licensure. Student training includes 1,684 hours of foundational training divided between didactic lectures, skills labs, ambulance field experiences, hospital clinicals, and a 480-hour capstone field internship.

- **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)

Concurrent coursework is required of all students who must successfully complete the following nationally recognized courses as part of the paramedic program: Advanced Cardiac Life Support, Advanced Pediatric Life Support, Advanced Medical Life Support, Prehospital Trauma Life Support, Pediatric Emergency Care, ICS levels 100, 200, 700, 800, and hazardous material awareness. Students are also required to perform 40 hours of Service Learning and present an injury prevention project.

- **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)

The program has been contacted by several out-of-state ambulance services who have requested we develop course sections and offer the paramedic program in a blended format for their own EMS employees. This would require MOA's with each service and additional paramedic instructional staff to be successful. Clatsop Community College in Astoria, Oregon has also requested to partner with KPC to offer the paramedic level skills training on their campus. These opportunities are being investigated.

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.

PSLO 3: Integrate comprehensive anatomical and medical terminology and abbreviations into the written and oral communication with colleagues and other health care professionals. Met Faculty Expectations.

PSLO 5: Integrate comprehensive knowledge of life span development. Met Faculty Expectations.

PSLO 6: Apply fundamental knowledge of principles of public health and epidemiology including public health emergencies, health promotion, and illness and injury prevention. Met Faculty Expectations.

PSLO 10: Integrate assessment findings with principles of epidemiology and pathophysiology to formulate a field impression and implement a comprehensive treatment/disposition plan for a patient with a medical complaint. Met Faculty Expectations.

PSLO 13: Integrate assessment findings with principles of pathophysiology and knowledge of psychosocial needs to formulate a field impression and implement a comprehensive treatment/disposition plan for patients with special needs. Met Faculty Expectations.

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)

Faculty regularly review & analyze data from Platinum Education (EMSTesting.com), a validated test bank of questions used for unit and final exams. Evaluations include final exam scores from PMED A241 (PLSO 3, 5, 6); PMED A253 (PLSO 10); PMED A263 (PLSO 13) and PMED A295 which encompasses all PSLO's in this assessment. Psychomotor final exams are graded using NREMT and Program skills rubrics. Students are required to score >80% on all final exams to remain in the program. Any single final exam question with <70% total class success is reviewed by faculty and when necessary updated including student remediation. Written & Psychomotor final exams are reviewed and approved by the programs physician medical director.

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

* Average Grade for PMED 241 Final Exam (Fall Semester) 13 Students: 92%

* Average Grade for PMED 253 Final Exam (Spring Semester) 13 Students: 91 %

* Average Grade for PMED 263 Final Exam (Summer Semester) 13 Students: 91 %

*Average Grade for PMED 295 (Capstone Field Internship/Summative Exams) 11 Students: 83.3 %

The data confirms that PSLO's are MEETING program minimum expectations. However, it further suggests that even though the individual semester final exams are exceeding expectations the end of course "summative" competency exams reflect a slight decrease in global coursework retention. This is further seen in CoAEMSP Annual Reporting as the NREMT 1st Time Pass Rates are 85.7%. Minimum CoAEMSP accreditation threshold is 70%.

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)**

The UAA Paramedic Program at both KPC and MSC has fully transitioned to a blended delivery format starting with this cohort. Special permissions were received by UAA and the State of Alaska allowing for face to face lab intensives and a capstone internship to be completed locally during the pandemic then immediately followed by terminal competency / summative testing.

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)

N/A

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)

Previous assessment findings suggested the addition of a virtual cadaver table into the paramedic program would lead to increased learning opportunities for students. This tool was purchased using TVEP funding and its use in both didactic and skills labs has commenced. No exams using the virtual table have been added to the curriculum at this time as faculty, staff and lab instructors are still training in its use and developing course work. Students have been introduced to it and have shown interest in training with it more. The program will use this in the future in lieu of traveling to the Anchorage for gross anatomy lab training.

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). <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) | 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 | Low pass rates are one critical way to identify courses that are barriers to student success and degree completion. Failing key courses |

| Metric | Definition | Rationale |
|--------------------------------|--|---|
| upper-division, and graduate). | 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> | 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)**

A high level of course retention (87.5%), the 1st time NREMT pass rates (85.7%), and positive job placement (85.7%) suggests the program continues to be successful and should continue in the same format for the foreseeable future. Many of the students who successfully completed the paramedic program were immediately hired locally and throughout the State of Alaska as fulltime paramedics. Student graduate surveys were all positive with 100% feeling they had met the competencies of an entry-level paramedic. Employer surveys were also positive with no deficiencies or improvements identified.

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_oaa@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 paramedic program had to make significant adjustments in instructional delivery through pandemic-related restrictions. They are commended for retaining strong student achievement and

outcomes despite having to use alternate delivery models. The program continues to assess which of these new delivery models provide value in retention beyond pandemic restrictions; their careful assessment of how student learning remains high while new or innovative delivery models are explored is appreciated and encouraged. The program notes a somewhat lower summative competency exam than other exams. The program is encouraged to consider actions that may support improvement in that outcome if that is an area they believe should be improved.

- 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)**

There are several areas of strength for the paramedic program in this regard. Their unique ability to have individual nationally-recognized courses/training embedded in their degree program provides the ability to have nationally-benchmarked assessment throughout the program as opposed to only a summative national board exam following graduation. They also very intentionally incorporate industry feedback and input into assessment of the program which helps the program continually meet community need and expectations.

Dean's signature:



Date: 12/23/2021