UAA Academic Affairs
UNIVERSITY of ALASKA ANCHORAGE

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

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Submitted by: Jodi Pfeiffer, PTA Program Director; jlpfeiffer@alaska.edu

Program(s) covered in this report: Select program, or "Other".
(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)* Physical Therapist Assistant
   AAS

College: College of Health

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

Specialized accrediting agency (if applicable): Commission on Accreditation in Physical Therapy
Education
   **If explanation is necessary, such as only some of the certificates and degrees are covered by the
   specialized accreditation, briefly describe:**

INSTITUTIONAL STUDENT LEARNING CORE COMPETENCIES

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

   o **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 PTA program works to develop these competencies in daily classroom activities, during practical examinations and while on their clinical practicums. The program works to find ways to support our community through community service efforts. The students are also encouraged to participate with the Alaska Physical Therapy Association and be informed and engaged members of their profession and work to support their patients through advocacy efforts.

   o **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)*

   We designed a virtual clinical day for the students. In this assignment, the student is given 7 case studies. They get 1 per hour to complete each "patient," consistent with how a clinical schedule would be set up. Each hour they have to review their case study and then develop a treatement plan for that day with a SOAP note (documentation) stating what was done and how the patient may have responded to the treatment.

   o **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)*

   We would like to use more standardized patients who have pathological conditions that the students are being tested on so they can better understand what it is like to work with someone with a pathology or disability. This will also better prepare the students for the clinical practicums and decrease some of the anxiety of working with "real" patients.

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.

   • Exhibit professional behavior in their role as responsible physical therapist assistants, adhering to appropriate ethical, legal and regulatory standards. - met faculty expectation

- Engage in evidence-based practice, responding to the dynamics of a changing healthcare system. - exceeded faculty expectation
- Integrate the principles of the physical, biological and behavioral sciences with the clinical practice of physical therapy.- met faculty expectation
- Communicate effectively and sensitively with patients, families and other members of the health care team. - met 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)*
Data was collected in a variety of ways. It begins with testing data in classroom and lab assignments and tests, clinical practicum evaluations, graduate surveys, CI surveys, and employer surveys. In addition, the program graduation rates, state board exam pass rates and employment rates have shown that the program is achieving it's goals.

4. **What are the findings and what do they tell the faculty about student learning in your program?** *(750 characters or less)*
Since the inception of program, there has been a 98.6% graduation rate, 97% state board exam pass rate, and 100% employment rate. The program is preparing entry level PTAs that are ready to particiapte in the workplace. Satisfaction with the program is noted from students and clinical instructors.

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)*
PTA A102 is an online class that was created by combing two classes to decrease repitition of material and to decrease student/faculty workload in the summer semester. This was the first year that PTA 102 PT in Health Care has been taught.   Early feedback from the students indicated that students would benefit from having this class meet briefly over zoom 1x per week to ensure that the students understand the materials.

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)*
We are in the process of collecting data about the effectiveness of the new class.

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). *Data source: RPTP end-of-term*	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

Metric	Definition	Rationale
	freeze files. Disaggregate as per accreditation.	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. *Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.*	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)*
A student from the class of 2015 returned to teach as an adjunct in the PTA program this year. She taught the online class and shared another class with another adjunct faculty member. In addition, she assisted the program director in the advising of the students within the program. A student from the class of 2016 scored a perfect 800 on the licensure exam and works in rural Alaska, meeting our goal of addessing statewide workforce needs.

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 program is commended for the comprehensive assessment strategies that include a range of both quantitative and qualitative data to evaluate the program. Although a wide range of assessment tools are listed, only select summative outcomes are included. While these are exceptional, it would be beneficial to include outcome data that are clearly tied to the SLOs listed as being assessed to show how these outcomes are helping inform program improvement. The program identified a teaching strategy (simulation with standardized patients) that could increase students' skills and confidence as they progress toward independently working with patients; demonstrating how the assessment process helped inform this recommendation would be valuable.

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)*

   The virtual clinic day is an excellent example of a tool for improving student learning and providing them opportunities to practice within constraints, such as time and patient volume, that they will encounter in real practice settings.

Dean's signature: _Kendra Sticka_   **Date:** 12/29/2021