

**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: 10/3/2021

Submitted by: Terrina McKinnon, Surgical Technology Program Director, twoods18@alaska.edu

Program(s) covered in this report: Surgical 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)*

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 Accreditation Review Council on Education in Surgical Technology and Surgical Assisting

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.

- **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)**

I would hope that their response would be that they had excellent training in the professional excellence category. The program works hard to teach and coach the students in the area of professional excellence to include accountability and ownership, responsibility and reliability, strong moral and ethical work behaviors, and interpersonal development for positive work relationships and communications.

- **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)

- **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 previously coordinated learning efforts with other programs such as the P.A. program. Students in the surgical technology program taught the P.A. students how to perform a proper surgical scrub and to gown and glove themselves. It would also be great to have collaborations with other medical programs such as medical assisting, sonography, nursing, and radiology as well.

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.

Apply knowledge and skills of biological sciences in the perioperative setting. Communicate effectively with surgical team members, patients and their families. Apply the principles of aseptic techniques in the perioperative setting. Organize routine instrumentation and supplies within the perioperative environment. Demonstrate knowledge of pharmacology and math calculation principles related to the surgical environment. Collaborate with members of the surgical team to deliver quality patient care with consideration of the unique psychological and social needs of each patient. Demonstrate skills and behaviors necessary to function as a member of a surgical team.

Students exceeded faculty expectations on all PSLOs.

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 surgical technology program utilizes several methods to gauge success of the program as well as to determine any changes that may be necessary. We receive feedback from our advisory board made up of professionals from the community, student feedback, exit surveys, employer and graduate surveys. The advisory board reviews programmatic data annually to determine if changes are necessary to promote student success, or for the growing and changing needs of the employers/stakeholders. We review enrollment capacity, resources, books, budget, retention, placement rates, working relationships, student professionalism, and job entry readiness, certification pass rates and areas for growth.

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

We are currently teaching our fifth cohort and to date all feedback has been quite positive. The data all supports the idea that students are meeting PSLOs and are receiving excellent entry-level education. The feedback of the students has been positive, but they would like to have more lab time. The program has listened and we have open lab for students who would like to participate. The findings also show that we have 100% positive placement for graduates in their field of study, 100% pass rate for the national certification, and a 92% retention rate for the program. The findings also show that we still have not met workforce needs as there is still a shortage of surgical technologists in Alaska.

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)

Based on the findings, there were only 2 recommendations for changes. Students requested more open lab availability. Our community stakeholders encouraged us to increase the enrollment capacity. We were initially allowed to accept twelve (12) students, but received approval from ARC/STSA - the Accreditation Review Committee for Surgical Technology and Surgical Assisting to increase from twelve (12) to fifteen (15) students. Implementing open lab hours has been a success and the program can see the positive benefit in the skill sets of the students. Thus far, students are anecdotally more focused, more prepared, more confident, and more knowledgeable because of more time in the lab to practice needed skills.

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)

We implemented the open lab access for students to practice the skills needed for workforce entry.

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 open lab availability is working well. The students are more prepared and are demonstrating earlier competency with skills than we have seen in prior cohorts. It has proven to be beneficial for them. Despite ARC/STSA approval to do so, we have yet to successfully increase enrollment. We plan to more actively market the program to increase future enrollments. We hired a second (half-time) faculty member in AY 21-22 to, in part, free up faculty time to devote to program marketing in the community.

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 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)**

One hundred (100) percent of students who have taken the national certification exam have passed it, and secured employment as surgical technologists.

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 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 exceptional (100%) pass rate on the national certification exam is a testament that the program is meeting the core learning needs of students and achieving the ultimate desired outcome. While national board exams are an excellent summative evaluation mechanism, the program may consider more formally reporting on formative evaluation metrics that would inform specific areas where program improvement may be beneficial. The program is commended for being responsive to student needs for more hands-on lab time opportunities. The program is also recognized for incorporating a range of feedback mechanisms (advisory board, student surveys, employer surveys, etc.) into their assessment process and being mindful of workforce demands.

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)**

Dean's signature:



Date: 1/10/2022