

**2022 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 moved 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 AY22 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."

Note: To ensure the fillable fields function correctly, the form must be completed in Microsoft Word. It will not function properly in Google Docs. Programs that wish to record collaborative discussion of the report might consider creating a separate document to take notes, before entering final responses in the official fillable form.

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: 10/7/2022

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 has initiated an approval from the Dean of the College of Health and OAA to begin the specialized accreditation from the JRCDS for the UAA sonography 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 is phasing in the integration of the core competencies into ongoing processes, including program student learning outcomes assessment. Personal, Professional, and Community Responsibility (PPCR) was integrated into the AY21 Annual Academic Assessment Report. The AY22 Annual Academic Assessment Report now also integrates Effective Communication.

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

1. **A. *Personal, Professional, and Community Responsibility: The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.***
 - **If last year you provided your program's current or planned example of an intentionally designed course, assignment, or activity that develops and showcases the student learning in this core competency, please discuss that implementation and any observations you have regarding how well it is working. (500 characters or less)**

The sequence of courses provided last year provided student learning opportunities and skill development in the application of patient care, sonography professional responsibilities and the healthcare community. The PSLO revealed that student learning in the classroom was successfully applied to hands-on learning in the lab and also translated to professional excellence in the clinical setting. Students were evaluated highly in clinical with regards to skill, knowledge and community engagement.
 - **If last year you *did not* identify a current or planned example of an intentionally designed course, assignment, or activity that provides students the opportunity to develop and showcase this core competency, please identify one now. (500 characters or less)**

- B. *Effective Communication: The knowledge and skills necessary to engage in effective communication in diverse contexts and formats.***
 - **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 develop proficiency in the Core Competency in several course across the curriculum ;Intro to Sonography and Patient Care, Abdominal Sonography I and II, Fundamentals and Practical Lab as well as Clinical I, II and III. All courses provide learning opportunities and skill development to engage in effective communication, both written and oral in the sonography profession and healthcare setting.
 - **Provide your program's current or planned example(s) of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency. (500 characters or less)**

Introduction to Sonography: students will be asked to learn new terminology and begin describing images using the appropriate terms. This initial learning will be advanced in Fundamentals and Practical Lab courses were students beginning producing their own images and are asked to describe, evaluate and discuss those images in class. Finally, students are required to produce written worksheets as well as orally present images and case findings to the physicians and sonographers during Clinic.

PROGRAM STUDENT LEARNING OUTCOMES

2. Please list the Program Student Learning Outcomes your program assessed in AY22. 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 Expectations
- Demonstrate patient-centered age-specific skills. -Exceeded Faculty Expectations
- Apply written communication skills to the construction of documents of record that are established professional guidelines. -Exceeded Faculty Expectations
- Apply oral communication skills to the explanation of ideas and scientific terminology. -Exceeded Faculty Expectations
- Analyze images to determine diagnostic quality. -Exceeded Faculty Expectations
- Demonstrate critical thinking and problem-solving skills in both the didactic and clinical setting. -Exceeded Faculty Expectations
- Explain cultural diversity and evaluate the role of cultural competency, values, and ethics in the patient care setting. -Exceeded Faculty Expectations
- Demonstrate proper work ethics. -Exceeded Faculty Expectations
- Examine the value of leadership, professional development, and growth -Exceeded Faculty Expectations.

3. Describe your assessment process in AY22 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 program collects and analyzes data for each student learning outcome to evaluate learning across the entire program. Each PSLO has a measurement tool from a first year and a second year course.

Assessment tools included student clinical competency scores, student clinical evaluations, renal pathology presentations, Lab practical exams, and Pathophysiology case presentations. The program also collects data from the American Registry of Radiologic Technologists (ARRT) and the American Registry of Diagnostic Medical Sonographers (ARDMS) regarding registry examination performance.

Assessment outcomes have been reviewed by the program faculty and all outcomes have, or will be, discussed with the program's 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 data collected demonstrates the SLOs for the program are being met. For each PSLO, the program collects data for both the first year and second year cohort. This enables the program to ensure that student learning has occurred across the program curriculum. Student learning begins

as entry level and progress can be demonstrated to a mastery level at program completion. In addition, measurement tools from each faculty member contribute to evaluating the PSLO's. This demonstrates that all faculty across the curriculum are contributing to student learning. Students continue to building skills essential to post graduation employment. The program has exceeded the current benchmarks for all PSLO's for this assessment cycle.

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 program has exceeded the established benchmarks for each PSLO for the academic year. Faculty discussed the possibility of increasing several benchmarks for the PSLO. Program faculty also discussed using a different tool to assess several of the PSLO. The program recently made a revision to its assessment plan and at this time would like to have a few more assessment cycles before making any changes to the benchmarks or evaluation tools. This will be discussed with the Advisory Board at the next meeting for further input.

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 AY22.

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 program began conducting 60 day student surveys of all incoming first year students to better access student preparedness, concerns and resources that new students felt were needed to be successful. The data from the surveys has been used to improve student readiness, learning and resources. The goal was to improve student learning and early program retention. The curriculum and prerequisite changes were approved at the end of AY22. The changes were made to better align credit hours with Board of Regents standards. The advisory board did express concern over changing the prereqs. The first cohort was admitted in Fall 2022. The program will look to evaluate the effects of the curriculum and prerequisite changes in coming years.

STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS

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 across sets of courses, the intentional use of high-impact practices, proactive advising, course scheduling practices, etc.

UAA has selected the below metrics as student success metrics for accreditation.

In response to faculty questions and concerns about reporting on these data without more discussion and training, we will spend AY23 exploring together what equity data are and are not, how they can be used responsibly, and what programs can do to close equity gaps in student achievement on the below metrics, as well as to improve overall student achievement on them. UAA has a team participating in the NWCCU Data Equity Fellowship, and that team will help to guide these conversations.

8. PROGRAMS ARE NOT REQUIRED TO RESPOND TO QUESTION #8 FOR THEIR REPORT DUE ON OCTOBER 15, 2022. IT IS HERE JUST FOR THEIR REFERENCE. Describe the actions your program is taking to improve student achievement on one or more of the following metrics. Also, describe any resulting improvements in student learning.

Metric	Definition	Rationale
UNDERGRADUATE COURSE PASS RATES BY COURSE LEVEL (Undergraduate lower-division, undergraduate upper-division).	The percentage of students who receive a passing grade (A, B, C, P) for all undergraduate 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	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,

Metric	Definition	Rationale
	grades D, F, W, I, NP, NB. <i>Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.</i>	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.
ANNUAL RETENTION 1 ST TO 2 ND FALL	Traditional measure of the % of first-time, full-time associate and baccalaureate degree-seeking freshmen who enter in a given fall term and return the following fall. <i>Data source: UA System Warehouse RPTP/DEDMGR end-of-term freeze files. Disaggregate as per accreditation on an annual basis.</i>	Following the student from the 1 st fall to 2 nd fall can indicate ongoing connections and support inside and outside of the classroom are motivating students to return to continue their studies at the institution. Continuing enrollment is a key factor in completion.
SEMESTERS TO DEGREE – GRADUATE PROGRAMS	The average number of semesters taken by students to complete any graduate degree or graduate certificate program. Determined by students who have graduated from a graduate program as their primary degree. 5-year trend. <i>Data source: UA System Warehouse RPTP/DEDMGR end-of-term freeze files. Disaggregate as per accreditation on an annual basis.</i>	Looking at the number of semesters graduate students take to complete their degrees illustrates how students progress through their degree programs (full-time, part-time, stop-out). This information on student behavior and completion can inform program structure and help the institution support students in a way that honors the time needed for rigorous intellectual engagement and growth and also ensures that students can complete in a timely manner.

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 2022- 100% pass rate on the ARDMS SPI (physics exam). Spring/Summer 2022- 100% pass rate on the ARRT Sonography exam. The program achieved a 90% retention rate. All graduates from the 2022 cohort are employed in the field and many have received employment offers months

prior to graduation. This reflects excellent preparation and a positive clinical education experience.

Many graduates were offered employment at one or both of their clinical placement sites.

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? (750 characters or less)

The DMS program continues to demonstrate excellent outcomes as evidenced by program completion rates, pass rates on national exams, and job placement rates. The College of Health will continue to support the DMS program in seeking external accreditation, further establishing the program as one of excellence. The program is commended for its work in curriculum revisions, leading to the most streamlined path possible to degree completion. Given the recent curriculum updates and plans for external accreditation, the program's plan for continuing with existing outcome measures for the time being is appropriate and supported.

2. What is the program doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the achievement of the Program Student Learning Outcomes, the closing of equity gaps, or addressing the core competencies? (750 characters or less)

The DMS program is commended for its comprehensive assessment process which includes subjective input from students, faculty, and their advisory board as well as objective data from courses and national exams. It is particularly noteworthy that the program has included mechanisms to assess student needs early in the program in order to promote retention and success. Assessing the progression in achievement of PSLOs across the program, instead of one time summative assessment, is also a strength of this program's assessment process.

Dean's signature:



Date: 1/9/2023