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: 10/15/2022

Submitted by: Chris Lau Program Director

Program(s) covered in this report: Fire & Emergency Services 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): 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 Fire and Emergency Technology program is recognized by Fire and Emergency Services Higher Education and follows the FESHE model.

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 goal last year was to update our curriculum to tie into current standards and develop community partnerships for student work experience outside the classroom. For the core classes the curriculum updates were done, but they are still going through the university review process. Elective curriculum updates are ongoing. MOAs needing renewal were processed and new community partners were identified. Both of these processes have taken longer than expected but are moving forward.

    - **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)***
      - Throughout courses students have multiple opportunities to demonstrate and practice empathy, patience and assertiveness in communicating with patients and team members. In report writing proficiencies they exhibit clear and concise knowledge and skills using a distinct format providing a professional document that communicates their patient findings and treatment.

    - **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)***
      - During a patient trauma assessment and treatment the student takes the role of lead medic directing their team and the patient to provide proper care. They then must provide a concise report over radio to the hospital outlining the patient's condition. Once at the hospital, they must give a detailed verbal report to the ER. Then they document their patient findings and treatment in a written report which must meet the standard to be used in a court of law if requested.

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.

   2. 1. Apply fundamental knowledge of the EMS system, safety/well-being of the EMT, and medical/legal and ethical issues to the provision of emergency care.

   -Met faculty expectations

   2. Apply knowledge of operational roles and responsibilities to ensure patient, public, and personnel safety.   -Met faculty expectations

   3. Apply scene information and patient assessment findings (scene size-up, primary and secondary assessment, patient history, reassessment) to guide emergency management.

   -Exceeded faculty expectations

   4. Apply fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely ill patient.   -Exceeded faculty expectations

   5. Apply fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely injured patient.   -Met 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)*

   Data is gathered in accordance with the FEST program assessment plan through student results of practical activities, papers and exams. This interaction ensures students meet program, as well as state and national standards. Though not required, state testing is offered and scores are monitored to ensure courses are preparing students for certification. State testing breaks down scores into categories of student weakness, consistent student failure in a specific category (multiple students scoring low in a specific section) are evaluated to strengthen delivery in this topic. The program director meets with adjuncts before and during each semester to discuss needs and issues for each individual class.

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

   We need more data. Data for the past 2 semesters does show improvement. However, textbooks updates happened at spring semester (22), but curriculum and student outcome updates go into effect this semester. We also changed the student's certification system from a national exam to a state one making them more employable in Alaska. Unfortunately, we are unable to verify past national test results as only students personally received them.
   SLO 1-5 reflected in class pass rate and state exam pass rate.

EMT A130 Fall 2021 93% class pass rate. Average class score 80%

State exam 92% pass rate average score of 82%

EMT A130 Spring 2022 100% class pass rate. Average class score 86%

State exam 92% pass rate average score of 86%

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)***

Student learning outcomes and curriculum were updated over the summer (2022). For many of the classes offered, these changes go into effect this semester (Fall 2022). Student textbooks and class materials were updated to more recent editions this past semester (Spring 2022). Many of the classes are now tied more completely to current state and federal certifications in the fire and emergency services field. This should make our students more marketable to future employers upon completion of the program and those non-degree seeking, that wish to gain education in this field. We are now also monitoring past students as they attempt to enter the job market in the fire and emergency services field.

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)*

Nothing definite currently. We have made significant changes to update our program to meet the needs of our students' pursuing careers in this field. Advanced EMS classes will attract students in the field wishing to progress but also give students an avenue to step up to a higher level of service. We have made necessary updates to provide for changes with certification and both cognitive and psychomotor assessments. Because of the recency of the changes we are extremely limited on data and are currently still in the process of instituting most of these changes.

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 grades D, F, W, I, NP, NB. *Data source: RPTP end-of-term freeze*	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

Metric	Definition	Rationale
	files. Disaggregate as per accreditation.	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 1ST TO 2ND 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. *Data source: UA System Warehouse RPTP/DEDMGR end-of-term freeze files. Disaggregate as per accreditation on an annual basis.*	Following the student from the 1st fall to 2nd 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. *Data source: UA System Warehouse RPTP/DEDMGR end-of-term freeze files. Disaggregate as per accreditation on an annual basis.*	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)*

For the past 2 semester all of our students have passed the state test for certification as EMT I. We had one of our students employed by Anchorage Fire Department in their most recent recruitment (a highly competitive process). And we have 6 students currently pursuing their degrees in Paramedicine after completing our EMT class.

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 program is commended for the strong exam pass rates achieved by students as well as success in employment and/or ongoing education. The program has incorporated assessment both at the course level and program level which is valuable, particularly in this field where certifications are achievable and valuable incrementally through the program. As the program continues with its excellent focus on industry demand, they may benefit from considering which assessment outcomes are reflective of the comprehensive degree program and which are relevant at the course level, independent of whether a student earns the AAS. This may help guide future curriculum considerations.

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)*
   A particular strength of this program's assessment process, description of findings, and program improvements is how closely the program has tied this to workforce needs and graduate employability. The utilization of state and national exam pass rates adds a strong tool for assessing graduates' ability to fulfill workforce needs. The program is commended in taking specific actions to modify curriculum and processes based on assessment findings. The program has done an excellent job of using important discipline-specific examples of how core competencies (communication, in this case) are incorporated and made relevant.

Dean's signature: _____   **Date:** 1/9/2023