

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: 10/8/2022

Submitted by: Lisa Nash, Program Director (lanash@alaska.edu)

Program(s) covered in this report: Medical Assisting 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 Medical Assisting Education Review Board

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 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)**

Personal: All students passed BLS in a timely manner for practicum placement and received immunizations according to their conscience.

Professional: All student passed their core curriculum classes. Six of 11 (2021), 5 of 9 (2022) graduates have taken and passed their professional certification exam. Speakers from clinical sites provided guidance.

Community: Participation in AHEC, IPE and implicit bias activities remains strong with feedback that these continue to be valuable learning activities.

- **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)**

Core curriculum provides multiple opportunities for students to hone their skills in diverse contexts and formats. Students receive daily feedback from faculty and peers. Each competency encompasses mock patient and MA interaction. An affective skills metric and a professional and team metric have been added to all core curriculum courses. MAs must be at ease and confident communicating with diverse patient populations in a wide variety of settings and circumstances.

- **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)**

Competencies will continue to be used. Faculty will refine the additional affective skills metric and the professional and team metric feedback forms implemented during the Spring of 2022. Beginning Fall 2022, mandatory student & faculty review are set to begin. Five (5) percent of a student's final grade in the core curriculum is dedicated to professionalism, teamwork and communication.

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.

The Program Student Learning Outcomes are:

1. Entry-level psychomotor, affective and cognitive curriculum content areas of medical assisting.
2. Professional and ethical behavior in the healthcare setting.
3. Commitment to the medical assisting profession by sitting for the CMA (AAMA) exam.

For each outcome, faculty expectations were met.

Based on the Graduate Survey, respondents indicated Strongly Agree (5) and Agree (4) in a Likert 5 - 1 scale that they were prepared to be successful in an entry-level medical assisting career by this Program. As important, Employer Survey respondents also Strongly Agree and Agree Program graduates are well-prepared, especially when compared to other medical assisting programs in Anchorage.

Narrative comments more often reflect strength and weaknesses:

Example 1 - "If all your graduates are as kind, compassionate and a quick study - Great work"

Example 2 - Graduate did not possess self-control, ethical and professional manner. She is unable to take responsibility for her actions. Overall, I believe the UAA program provides a high standard of education...unfortunately...some personality traits that she needs to work on before having a long-lasting employment history.

The Program has begun to provide more opportunities for interaction focusing on affective skills professionalism, team work and communication. Concrete examples of ethical and professional behaviors are discussed, periodic feedback to students is based on a rubric and professionalism and teamwork is part of final grades with input from both student colleagues and faculty.

Last year, the Program Director expressed a concern the impact of COVID would have on student's commitment to the medical assisting profession by sitting for the CMA (AAMA) exam. Based on data reported during 2022 to the Medical Assisting Education Review Board for the Annual Report Form (ARF), participation is below benchmark ($\geq 30\%$) at 25% although passage rate is 100%.

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 assessment process in AY22 remained the same.

Through instructional materials, the MAERB core competencies are monitored, tracked and discussed with students. The Program relied upon MAERB Annual Report Form (ARF) submission and survey requirements to assess PSLO.

The Program has completed the update to SLO for all MA courses. PSLO with updated metrics have been reviewed by the COH Curriculum Committee and will be implemented once approved at the university level. AY 2022-2023 will incorporate these metrics with a soft launch and substantive review at the assignment/course level & will 'trickle' up to the PSLO during 2023-2024. However, at this time the Program does not anticipate major revisions to the already solid curriculum.

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

Overall, the findings support the success of the MA Program at UAA. Specifically, graduates do extremely well within the healthcare community. The Program has a cumulative (2016-2020) passage rate of 91.36% for the professional certification examination, far exceeding the MAERB benchmark of $\geq 60\%$. Due to the limitation of Program Personnel (the Program Director also acts as the primary faculty), more than one or two professional certification exam review sessions is not possible. MAERB benchmark for participation is $\geq 30\%$ and the Program for 2020 was documented at 25%. Currently, graduates who have passed the CMA (AAMA) act as volunteer mentors to the cohort colleagues.

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 continues to experience strong community demand for our graduates. In fact, one graduate recently reported receiving an increase in their starting pay once the clinic found out they were a graduate from the Program.

Entry-level medical assisting hard skills are solid based on curriculum, instructional methodology and feedback to students. Additional emphasis is being placed on ethical and professional behaviors, soft skills, based on feedback received.

As indicated previously in this report, PSLO will be linked to specific metrics for future analysis and

findings.

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)

Due to the timing of Program updates, data is circumstantial. AY 2022-2023 will begin to provide data related to specific metrics which will allow for better analysis and reporting.

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. <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.
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	Looking at the number of semesters graduate students take to complete their degrees illustrates how students progress

Metric	Definition	Rationale
	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>	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)**

No additional examples others than previously mentioned in this report: Exam Passage Rate

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? (750 characters or less)**

The program has noted the low percentage of students choosing to take a national board exam and has described some mechanisms to attempt to increase that rate which is excellent; the program is encouraged to continue to engage with college administration if specific supports are needed in that regard. It is noteworthy that those students electing to take the exam are passing at an exceptional rate. As has been discussed with the program, it may be worthwhile to explore what "stacked" credentials within the AAS would look like and how that may contribute to student achievement as well as responsiveness to workforce demands. The program is commended for its strong emphasis on continuous improvement, even when benchmarks are being met.

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 program is commended for incorporating methods for assessing affective skills in addition to the more traditional "hard" skills of this field. Inclusion of national board exam rates in the assessment is valuable, even though it is not required for practice in the field. The program provides a clear connection of the core competencies noted here into their curriculum and student learning opportunities. It is valuable to see the discipline-specific way these are being integrated and evaluated; this is a strong element of the program's assessment process. The program is also commended for the strong inclusion of feedback from employer's and preceptors on students' skills. The strong connection with the professional community is evident.

Dean's signature:



Date: 1/9/2023