

**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: 10/14/2022

Submitted by: Paul E. Perry, Paramedic Program Director; peperry@alaska.edu

Program(s) covered in this report: Paramedical 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 Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions

If explanation is necessary, such as only some of the certificates and degrees are covered by the specialized accreditation, briefly describe: N/A

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 UAA Paramedic Program offered through KPC & MSC requires that students participate in a minimum of eight (8) hours of service learning and community service each semester. Student's must have instructor approval before starting each project which focuses on injury prevention and positive healthy behaviors. Many students chose to teach first aid and CPR classes in the community or assist in other EMS related classes.

- **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)**

N/A

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)**

The UAA Paramedic Program offered through the KPC and MSC provides students a pathway toward National Registry of Emergency Medical Technician (NREMT) certification and State of Alaska Paramedic licensure. Student coursework includes 1,684 hours of foundational training divided between didactic lectures, skills labs, ambulance field experiences, hospital clinicals, and a 480-hour capstone field internship. Completion in each of these individual areas develop a strong communication foundation.

- **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)**

Additional coursework is required as all students must successfully complete the following nationally recognized courses as part of the paramedic program: Advanced Cardiac Life Support, Advanced Pediatric Life Support, Advanced Medical Life Support, Prehospital Trauma Life Support, Pediatric Emergency Care, FEMA ICS levels 100, 200, 700, 800, and hazardous material awareness. Students are also required to perform 40 hours of Service Learning and present an injury prevention research project.

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.

PSLO 4: Integrate comprehensive knowledge of pathophysiology of major human systems. Met Faculty Expectations.

PSLO 7: Integrate comprehensive knowledge of pharmacology to formulate a treatment plan intended to mitigate emergencies and improve the overall health of the patient. Met Faculty Expectations.

PSLO 8: Integrate complex knowledge of anatomy, physiology, and pathophysiology into the assessment to develop and implement a treatment plan with the goal of assuring a patent airway, adequate mechanical ventilation, and respiration for patients of all ages. Met Faculty Expectations.

PSLO 11: Integrate comprehensive knowledge of causes and pathophysiology into the management of cardiac arrest and peri-arrest states. Integrates a comprehensive knowledge of the causes and pathophysiology into the management of shock, respiratory failure or arrest with an emphasis on early intervention to prevent arrest. Met Faculty Expectations.

PSLO 14: Demonstrate knowledge of EMS operational roles and responsibilities to ensure safe patient, public, and personnel safety. 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)

Faculty regularly review & analyze data from Platinum Education (EMSTesting.com), a validated test bank of questions used for formative and summative exams. Evaluations include exam scores from PMED A241 (PSLO 4, 7, 8); PMED A253 (PLO 11); PMED A263 (PLO 14) and PMED A295 which encompasses all PSLO's in this assessment. Psychomotor final exams are graded using NREMT and Program skills rubrics. Students are required to score >80% on all high-stakes exams to remain in the program.

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

* Average Grade for PMED 241 Final Exam (Fall Semester) 20 Students: 94%

* Average Grade for PMED 253 Final Exam (Spring Semester) 17 Students: 91 %

* Average Grade for PMED 263 Final Exam (Summer Semester) 17 Students: 91 %

* PMED 295 (Capstone Field Internship/Summative Exams) 11 of 13 students have successfully completed their capstone field internships for the 2020-21 cohort. The 2021-22 cohort are either currently out-of-state completing their internships or due to begin them within the next 120 days. The data confirms that PSLO scores are EXCEEDING the minimum program expectations of 80%. The

CoAEMSP Annual Report also showed UAA|KPC|MSC is well above minimal requirements of 70% in NR pass rates, retention, and job placement.

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 UAA Paramedic program at both KPC and MSC successfully transitioned to web-based delivery for lectures with two (2) week long on-campus lab intensives for all paramedic students being offered each semester. Terminal competency for both cognitive exams are psychomotor skills testing were completed after the capstone internship was completed by each student. This format was successful but we may re-introduce a more traditional weekly skills lab option in the future as an option.

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)

N/A

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)

Paramedic teaching staff is more comfortable using the Anatomage (virtual cadaver) table and paramedic students are using this tool to help master the programs A&P objectives. The table was purchased using TVEP grant funding and has also been used for EMS outreach instruction with local fire departments and air ambulance flight services.

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

Metric	Definition	Rationale
		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)

Based on the CoAEMSP 2020 annual accreditation report (the last one analyzed) the course retention was 84.6%, 1st time NREMT pass rates were 90.9%, and a positive job placement of 81.8%. This data suggests the program continues to be successful and should continue to be offered in the same format for the foreseeable future. Many of the students who successfully completed the paramedic program were immediately hired locally and throughout the State as fulltime paramedics. Student graduate surveys were all positive with 100% feeling they had met the

competencies of an entry-level paramedic. Employer surveys were also positive with no deficiencies or improvements identified.

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 has identified strong national exam pass rates as well as job placement rates which is excellent. They have identified a shift in teaching modality, driven by a need during COVID, and retained presumably due to this format being well-received by students. The assessment results appear to indicate students are continuing to succeed in the required skills and competencies with this revised format. The program notes that they may re-introduce more traditional weekly skills lab; it would be beneficial to note if that is driven by student interest, limitations in the current delivery mode for promoting student success in some skills or topical areas, or other reasons. The program is commended for its innovation in delivery methods.

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 uses both knowledge and psychomotor exams to assess student learning which is critical in this field. The program is commended for its strong engagement with the community and placing students in community-based learning experiences. It may be valuable to include specific assessment methods into those experiences in order to identify the ways those experiences are impacting SLOs. The notation of use of the anatomage table is helpful to see that faculty are comfortable with its use; it would also be helpful to identify if/how it is felt to have impacted student learning. The program is commended for its strong overall program outcomes.

Dean's signature:



Date: 1/9/2023