

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: Term Assistant Professor Melainie Duckworth, mduckworth@alaska.edu

Program(s) covered in this report: Phlebotomist OEC

(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): N/A

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)**

The core abilities assessment encouraged student engagement in the classroom and lab and facilitated discussions on professionalism traits. Community partners appreciated the core abilities assessment guidelines.
 - **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)**

Effective communication is a skill practiced in every course within the phlebotomy program and is one of the core abilities assessed throughout the program, including practicum. Both verbal and non-verbal communication skills are discussed and practiced regularly in the program. Students learn how to communicate difficult information to a variety of audiences through verbal exercises and online discussions.
 - **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)**

While there are numerous activities and assignments that integrate effective communication skills, the program's core abilities assessment provides continued instruction in this skill for the student over the duration of the program as an instructor observation. Core abilities are the professionalism traits expected of students in preparation for their future health care profession. Communication requirements are listed and assessed using a defined Likert scale and discussed with the student.

PROGRAM STUDENT LEARNING OUTCOMES

- 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 entry-level competencies for a phlebotomist, including:

Select the appropriate site and demonstrate the proper technique for collecting, handling, and processing blood and non-blood specimens. -Exceeded faculty expectations

Adhere to infection control and safety policies and procedures. -Exceeded faculty expectations

Identify factors that affect specimen collection procedures and test results and take appropriate actions. -Exceeded faculty expectations

Perform point-of-care testing according to standard operating procedures. -Exceeded faculty expectations

Recognize legal implications when interacting with patients, peers, or other healthcare personnel and the public. -Exceeded faculty expectations

Demonstrate professional conduct, stress management, interpersonal and communication skills with patients, peers, other health care personnel, and the public. -Met faculty expectations

Act upon individual needs for continuing education as a function of growth and maintenance of professional competence. -Exceeded faculty expectations

Recognize opportunities for professional development within the laboratory. -Exceeded faculty expectations

- 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 was assessed by core abilities scores collected using a course rubric in each course, including practicum. The national certification agency (ASCP) provides an annual report which includes the students' overall scores, scores for content areas, and pass rate. Task objectives and clinical coordinator evaluations were collected during practicum student rotations. Qualtrics surveys were distributed for employers to evaluate newly hired graduates. Exit surveys were given to students to evaluate the overall program and learning experience. Advisory board meetings occurred twice during the academic year to provide faculty conversation with community partners. Faculty meetings discuss the assessment process and findings.

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

The ASCP pass rate remains at 100 percent and employer surveys indicate all positive feedback concerning newly hired graduates. Exit surveys by students indicated the students were

prepared for entry level phlebotomy, but prefer more experience with complex specimen collection. Core abilities remained high in all areas with an average of 5 out of 5, which exceeds the benchmark of 4. There was superior performance marked on task objectives for practicums. According to ASCP exam scores, previously low scores in specimen processing have improved. Non-blood specimens decreased slightly. All categories exceeded the minimum passing score.

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)**
- Faculty and advisory board members agree that students need improvement in stress management. Faculty plan to implement stress-reduction and well-being exercises for students during class and labs. By practicing stress-management techniques, students will be able to handle stressful situations encountered during practicum. This will be evaluated based on core abilities assessment scores and input from advisory board members.

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 increase average on exam scores for specimen processing indicates an improvement in student learning from implementation of additional specimen processing training during practicum. Advisory board members indicated phlebotomy entry level skills are acceptable. On exit surveys and practicum discussion boards, students indicate they feel prepared for specimen processing and that the education level is adequate for entry-level phlebotomy.

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-</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

Metric	Definition	Rationale
	<i>term freeze files. Disaggregate as per accreditation.</i>	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)**

Our program continues to exhibit a 100 percent pass rate on the ASCP national certification exam. Student job placement is high with more available jobs than graduates and employer satisfaction is 100 percent. Additionally, some students have returned to UAA to pursue further advancement in the field through our MLS program while working as phlebotomists in the field. Former phlebotomy graduates that enter the MLT or MLS program claim to feel well-prepared for success in the program.

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 its excellent outcomes in terms of exam pass rates and employment rates. The program did well in identifying very specific areas that were targeted for improvement (such as specimen processing) and then using an assessment tool to determine if implemented changes had an impact. This clear articulation of impact of implemented changes is valuable and the program is encouraged to continue with those types of measures and reporting to track and assess impact of changes.

The identification of stress management as a need for improvement is valuable in that it, although it is not likely a specific competency measured, it impacts achievement of other competency areas and is a critical skill in health care.

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's process for assessment is excellent in that it includes a variety of assessment tools including direct student achievement assessment, advisory board input, and surveys from a range of stakeholders.

In terms of core competency achievement, particularly the communications core competency, the program has done well in identifying discipline-specific activities to build this competency across the program. The core abilities assessment appears to be a valuable tool for evaluating student achievement in this area; some additional detail on what the findings were would be valuable.

The program's incorporation of information from the national exam (including specific areas) is a strength of its assessment process.

Dean's signature:



Date: 1/9/2023