



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.



PROGRAM SECTION (Due to the dean on October 15)



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







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

