



2022 ANNUAL ACADEMIC ASSESSMENT REPORT FORM  
(Due October 15<sup>th</sup> deadline)





1. **A. Personal, Professional, and Community Responsibility:** The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.

x If last year you **did not** identify a current or planned example of intentionally designed course, assignment, or activity that provides students the opportunity to develop and showcase this core competency, please identify one (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 six of 11 (2021), 5 of 9 (2022) graduates have taken and passed their professional exam. Speakers from clinical sites provide guidance.

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

x If last year you **did not** identify a current or planned example of intentionally designed course, assignment, or activity that provides students the opportunity to develop and showcase this core competency, please identify one (500 characters or less)

**B. Effective Communication:** The knowledge and skills necessary to engage in effective communication in diverse contexts and formats

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3. Describe your assessment process for the Program Student Learning Outcomes, including the collection of data, analysis of data, and (further, 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



findings.

## PROGRAM IMPROVEMENTS AND ASSESSING IMPACT ON STUDENT LEARNING

6. In the past academic year, did your program use the results of previous assessment cycle 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)
- Collegewide initiatives (e.g., High Impact Practices)
  - Faculty, staff, student development
- Other
- No changes were implemented in AY2

If you checked Other above, please describe (400 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, substantial 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

o 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 or training, we will spend AY23 exploring together what equity data are and are not, how they can be



responsibly, and what programs can do to close equity gaps in student achievement in the below metrics, as well as to improve overall student achievement. UA's Athena 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 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: RTP end-of-term freeze files. Disaggregate as per accreditation.	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 <sup>ST</sup> TO 2 <sup>ND</sup> 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 RTP/DEDMGR end-of-term freeze files. Disaggregate as	



Metric	Definition	Rationale
	<p>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.</p>	<p>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.</p>

9. Do you have any examples of postgraduate 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

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DEAN SECTION (Due to the program on January 15)

1. **(750 characters or less)**
- The program has noted the low percentage of students choosing to take a national board exam. The program has described some mechanisms to attempt to increase that rate which is excellent; the program encouraged to continue to engage with administration if specific supports are needed in that regard. It is noteworthy that those students electing to take the exam are passing at an excellent 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 well as responsiveness to workforce demands. The program is commended for its strong emphasis on continuous improvement, even when benchmarks are being met.



