2021 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 is moving 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 AY21 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."
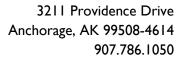
For technical assistance with this form, email Academic Affairs (uaa.oaa@alaska.edu).

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: 10/13/2021

Academic Affairs
UNIVERSITY *of* ALASKA ANCHORAGE

Submitted by: Britteny M. Howell, BSHS Program Assessment Chair, Division of Population Health Sciences

Program(s) covered in this report: Health Sciences BS
(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 conducted a pilot project focusing on the core competency of Personal, Professional, and Community Responsibility (PPCR)*.* This decision was based on input from the 2020 Annual Academic Assessment Retreat.

Question #1 below is designed to engage program faculty in thinking about how they can or already do promote student learning in this core competency.

1. **Personal, Professional, and Community Responsibility: The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.**
    o   **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)*
        Express that they were able to learn about their own personal and professional development in HLTH 151, 485, 495, HSPO club, workshops and informational sessions,

faculty mentored research and community engagement projects (HS 498/499); articulate their experiences in community responsibility by engaging with community partners in a variety of our courses, learning from guest speakers in our classes, peer education opportunities; able to acquire employment as a direct result of their practicum.

o **Do you have an example that could be a model for the university of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency?** ☒Yes ☐No
If yes, please briefly describe. *(500 characters or less)*
The HS 220 health professional interview assignment on career exploration helps students develop their personal, professional, and community responsibility. These informational interviews help them gather insight from professionals working in an area of interest to the student. Students gather personal reflections about the realities of working in a particular position that helps them expand their knowledge about the variety of health career paths and build professional networks.

o **Do you have any ideas about where your program or the university might develop other intentionally designed opportunities for students to develop proficiency in this core competency?** ☒Yes ☐No
If yes, please briefly describe. *(500 characters or less)*
BSHS is developing HS A320 that will promote pre-clinical professional skills and community responsibility relating to end of life care for older adults in our communities. BSHS is relaunching HS A490 selected topics in health sciences (i.e. research methods in Spring 2022) so that students can engage in an elective addressing current issues and expand on their professional interests in the health and social services.

PROGRAM STUDENT LEARNING OUTCOMES

2. **Please list the Program Student Learning Outcomes your program assessed in AY21. 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.
 1. Assess individual and community needs for health education - Exceeded faculty expectations.
2. Plan effective health education programs - Met faculty expectations.
3. Develop implementation strategies for health education programs - Did not meet faculty expectations.
4. Evaluate effectiveness of health education programs - Exceeded faculty expectations.
5. Coordinate provision of health education programs - Did not meet faculty expectations.
6. Act as a resource person in health education - Met faculty expectations.

7. Communicate health and health education needs, concerns and resources - Met faculty expectations.

 8. Demonstrate an understanding of public health and public health intervention strategies - Exceeded faculty expectations.

9. Demonstrate adequate preparation for professional and/or graduate work in selected clinical concentration areas - Did not meet faculty expectations.

10. Explain the interconnectedness of physical, socio-cultural, and environmental aspects of health and the role of civic engagement in promoting population based health in clinical and community settings - Exceeded faculty expectations.

11. Collaborate with individuals, community groups, medical professionals, and policy makers to create culturally meaningful health and health education materials - Met faculty expectations.

12. Apply core health science skills to meet Alaska's health workforce needs - Did not meet faculty expectations.

3. **Describe your assessment process in AY21 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)*
   In Spring 2021, faculty reviewed a 25% sample of HS A433 ePortfolios submitted during AY2020-2021 (14/59 ePortfolios reviewed). We also administered our electronic alumni survey to 108 former students via email, with a response rate of 25% (n=27). Faculty had an assessment retreat in April to discuss these results and plan & submit program revisions. In Fall 2021, faculty reviewed a 25% sample of HS A492 reflection papers (13/55) and 100% of senior HS A495 ePortfolios submitted during AY2020-2021. In October, faculty discussed these results and assessment plan changes to consider, and began preparing this report. We also performed these steps and anlyses the previous year, although this was not required due to expedited reviews.

4. **What are the findings and what do they tell the faculty about student learning in your program?** *(750 characters or less)*
   Looking across HS A433 and A495 ePortoflios, the alumni survey, and HS A492 reflection papers, our highest scoring PSLOs were #1, 4, and 8 while our lowest scoring PSLOs were #3, 5, and 9. Student reflection, alumni survey responses, and faculty artifact scoring indicate our program is strongest at assessing community health needs, evaluating health programs, and having students demonstrate public health strategies. We need to continue to provide more opportunities for students to implement such strategies in the community, gain practice coordinating the provision of health education programs, and provide students with better preparation for graduate school or clinical work.

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)*

PSLO 9: Added HLTH A151 as a program requirement that provides students opportunities to explore career pathways and graduate school expectations earlier in the program. We expect this change to influence their senior ePortfolios where they can articulate the educational requirements to achieve their health career goals and assess their eligibility for graduate programs. HS A485, professional preparation in the health sciences, was implemented as a requirement which will be assessed through HS A492 papers and the senior ePortfolios. These new requirements impact students entering in the 2021-2022 catalog year, so we anticipate seeing improvements as early as 2025.

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 AY21.

    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)*

    These changes were made in AY2020-2021 and take effect for students newly admitted to the BSHS

program, so no changes have yet occurred. We expect to see improvements demonstrated by students' ability to provide more direct evidence and examples of each of the 11 measured PSLOs in their senior ePortfolios and reflection papers. To accommodate such changes, we will also likely revise our assessment plan to analyze a BSHS program-wide ePortfolio in HS 485 instead of in HS 495 and HS A433 to reduce redundancy and be sure we are capturing all students as they exit the program (since only health educator track students currently complete an HS 495 ePortfolio).

STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS

Programs are not required to respond to question #8 below for their report due on October 15, 2021. Question #8 will be required for the next round and moving forward.

8. **Respond to at least one of the following metrics. 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, the intentional use of high impact practices, proactive advising, course scheduling practices, etc. UAA is using the following two metrics in its cyclical Program Review process, as well as in its reaffirmation of accreditation process. These data are included in the most recent IR-Reports Program Review dashboard. Please review these data for your program, note any equity gaps, and describe steps you are taking or plan to take to close those gaps.**

Metric	Definition	Rationale
JUNIOR GRADUATION RATE - BACCALAUREATE	The percentage of students who graduate with a bachelor's degree within four years of first reaching junior class status (60 credits). *Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.*	Junior graduation rate (after 60 credits) can reflect a department's success in helping students complete their degrees. Within their first 60 credits, students typically focus on completing GERs and often switch majors. Tracking how long it takes students to complete their degrees after 60 credits, when many students have likely committed to a specific major, can provide actionable information for departments.
COURSE PASS RATES BY COURSE LEVEL (Undergraduate lower-division, undergraduate upper-division, and graduate).	The percentage of students who receive a passing grade (A, B, C, P) for all undergraduate students and (A, B, P) for graduate 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	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

Metric	Definition	Rationale
	undergraduate courses are the grades D, F, W, I, NP, NB. Included in the denominator for graduate level are the grades C, D, F, W, I, NP, NB. Discipline acts as a proxy for a program. *Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.*	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.

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)*

27 students took our alumni survey in March 2021. Results: 6 alumni plan to take the CHES exam and 15 alumni are currently employed. Places of employment include Alaska Women's Health, DHSS Alaska Immunization Program, MatSu school district, assisted living homes, OPA, Providence, RuralCap, UAA, Yukon Government Home Care Program, VOA Alaska, and Walgreens. Job titles include operations assistant, sales reps, administrative assistant, speech language pathologist assistant, direct support caregiver, orthopedia technician, hospice care, phlebotomist, research professional, sports coach, housing case manager, senior pharmacy technician, and home support worker. 10 alumni are currently attending graduate school, 3 of whom are also working.

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? Is there a particular area the program should focus on?** *(750 characters or less)*

The Health Sciences BS successfully prepares students to demonstrate proficiency in personal, professional, and community responsibility in diverse health sciences professions. I commend the program for implementing a comprehensive and insightful assessment process. This process leads to clear recommendations for continuous program improvement and assessment. Faculty are committed to continuously assessing and improving students' achievement of learning outcomes. In

preparation for future assessment reports, I encourage the program to examine equity gaps in student success and start addressing those gaps.

2. **Is there something the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, including the closing of equity gaps, that might serve as a model for other programs? If yes, please explain. You may skip this question.** *(750 characters or less)*

Dean's signature: *André B. Rosay* **Date:** 1/6/2022