



Date: February 21, 2020

To: John Stalvey, Interim Provost

From: Jeff Jessee, Dean of the College of Health and Vice Provost of Health Programs

Cc: Nancy Nix, Committee Chair & Interim Director, Division of Population Health Sciences
Corrie Whitmore, Assistant Professor of Health Sciences
Kristin Bogue, Term Assistant Professor of Health Sciences

Re: AY20 Expedited Program Review Findings

Program/s in this review: Health Sciences BS

Specialized accrediting agency (if applicable): N/A

Campuses where the program is delivered: Anchorage

Centrality of Program Mission and Supporting Role:

The Department of Health Sciences takes a multi-disciplinary approach to preparing students for careers in the areas of health education and health promotion, public health, community health, health care delivery, disease prevention, and rehabilitation. The Health Sciences BS includes a health educator track and a pre-professional track with emphases in occupational therapy, physical therapy, physician assistant, speech-language pathology and pharmacy. The program is relatively new. Since its establishment in 2013, the program has demonstrated significant growth. This growth addresses the Board of Regents' goal to double the number of health graduates. It also makes an important contribution to the College of Health's mission to improve the health and wellbeing of people and communities. Market demand for the Health Sciences BS is modest, but student demand remains high. The program is also a key pipeline to graduate programs in high demand job areas.

Program Demand (including service to other programs), Efficiency, and Productivity:

The program has demonstrated remarkable demand, efficiency, and productivity. Since granting five degrees in 2013, the program now grants approximately 40 degrees per year. The number of majors has increased from six in 2013 to 61 in 2019, and continues to increase. There is also a substantial number of pre-majors. Full tuition revenue has always exceeded instructional costs (this is even true when only 80% of the tuition revenue is counted). On average, each dollar invested in instruction has returned \$1.43 in tuition revenue. The program is commended for its efforts to design class schedules that will efficiently meet student instructional needs, while keeping sufficient class sizes to maximize tuition revenue. In addition to generating instructional revenue, the program generates external revenue from grants and contracts. This provides students the opportunity to participate in research projects.

Program Quality, Improvement and Student Success:

The curriculum was designed following national models and standards. It provides foundational knowledge, skills, and experiences needed for careers in both clinical and community health settings. High impact teaching practices are embedded throughout the curriculum (including team-based learning, community-engaged and service learning, undergraduate research, and interprofessional education). The program maintains a strong focus on community engagement in teaching, research, and service. The program revised its Assessment Plan and stands ready to perform comprehensive assessments of its student learning outcomes. Course pass rates are acceptable, but a significant percentage of students (about 10%) receive D, F, or W grades in their Health Science courses. This highlights the need to allocate additional resources for student support.

Program Duplication / Distinctiveness:

There are no other Health Sciences BS programs in the University of Alaska system.

Commendations and Recommendations:

Although the Health Sciences BS is a relatively new program, it has already made a very significant contribution to our goals to double the number of health graduates and to improve the health and wellbeing of people and communities. The program holds the promise for continuing to make significant contributions. Faculty maintain a strong focus on student success and deliver a high quality program. The program demonstrates remarkable demand, efficiency, and productivity. As the program continues to grow, it is likely that additional faculty will be needed. The need for additional faculty should be re-evaluated within the normal cycle of program reviews. In the meantime, the need for additional student support resources should be addressed. The program is encouraged to work with the Student Success Center to determine how to best address that need.

Decision:

Enhancement.