

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: 9/9/2022

Submitted by: Britteny M. Howell, Assistant Professor, BSHS Assessment Coordinator, 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): Select Specialized Accrediting Agency or N/A.

If explanation is necessary, such as only some of the certificates and degrees are covered by the specialized accreditation, briefly describe: N/A

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)**

We have implemented HS 220 health professional interview assignment for the past 7 years, where students provide a thoughtful reflection paper and present their results to the class. They reflect on their interview experience and discuss whether this experience has affected their career path or had an effect on their own sense of personal or professional growth. In AY2021-2022, 42 students completed this assignment and 90% of them received full credit, indicating proficiency on this competency.

- **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)**

N/A

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)**

Articulate that they have been developing their communications skills from the beginning and have been honing those skills throughout their time in the BSHS program. For example, students learn to give elevator pitches and discuss their health problem statements to a variety of audiences, including the public and legislators, as early as HS 220 up through delivering effective health education content in HS 433 and HS 495 at the culmination of their degree.

- **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)**

HS 345 has been designed to demonstrate that students can effectively develop and communicate a rationale and detailed plan for a health program. Assignments are TILTEd and scaffolded, providing opportunities for students to revise their written work to be concise and specific throughout the semester. Assignments receive instructor and peer feedback, which provides opportunities for students to learn to effectively communicate via technical writing and constructive feedback to their peers.

PROGRAM STUDENT LEARNING OUTCOMES

2. 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.

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 - Met faculty expectations.
3. 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)
- In Spring 2022, faculty reviewed a 50% sample of HS A433 ePortfolios (15/30 ePortfolios reviewed), a 45% sample of HS A492 reflection papers (15/34), and 100% of senior HS A495 ePortfolios submitted during AY2021-2022. Faculty had an assessment meeting in May to discuss these results and plan & submit program revisions. In August, faculty discussed these results and assessment plan changes to consider and began preparing this report.
4. What are the findings and what do they tell the faculty about student learning in your program? (750 characters or less)
- Assessing HS A433 and A495 ePortfolios, 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 reflections 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)**

We are proud to report that the BSHS program has improved PSLO #12 from "does not meet faculty expectations" in previous years to "meets faculty expectations" in AY2021-2022 based on analysis of HS 492 reflection papers and HS 433 & 495 ePortfolios. Recommended actions that were implemented last year included involving students in more career exploration opportunities and emerging public health responses, providing real-world applications in our community to COVID-19, substance use, geriatric care, housing, child welfare, and UAA student health in our research and teaching. We also increased HS student participation in AHEC-sponsored workforce opportunities, like IPE grand rounds, by offering credit in several of our courses for attending.

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)

BSHS has made several improvements over the past 2 years. In AY2021-2022, we collaborated more closely with the Student Success Center on advising which has resulted in more robust support for our pre-clinical (pre-professional track) students. Several other changes were made in AY2020-2021 and in 2021-2022 that will take effect for students newly admitted to the BSHS program, so no other improvements have yet been demonstrated in the student assessment artifacts, which are submitted when they are graduating seniors. We expect to see improvements demonstrated by students' ability to provide more direct evidence and examples of each of the measured PSLOs in their senior ePortfolios and reflection papers in the coming years.

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.	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

Metric	Definition	Rationale
	Included in the denominator for undergraduate courses are the grades D, F, W, I, NP, NB. <i>Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.</i>	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 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 bi-annual alumni survey captures these data, but 2021-2022 was our off year so data were not collected. We have been told by last year's graduates that they are attending grad school at: Pacific University Optometry School, Creighton's OT doctoral program, MEDEX, WSU School of Pharmacy, MPH at Columbia University, and East Carolina University's Communication Sciences & Disorders

Master's Program. One BSHS alumnus was a Fulbright Scholar and now works as a health program coordinator at ANTHC. AY21-22 students also received the Elizabeth Gaines & Katherine Steele Scholarship, the CIRI Foundation scholarship, the Qignak Wells Endowment Scholarship from Maniilaq, and one is working on an internship with Aleutian Pribolof Island Association.

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)

I thank the program for conducting a detailed assessment of its program student learning outcomes. Results provide clear guidance for continuous improvement efforts. I also thank the program for its commitment to continuous improvement. I support the program in its efforts to help students develop implementation strategies for health education programs, coordinate provision of health education programs, and demonstrate adequate preparation for professional and/or graduate work in selected clinical concentration areas.

Moving forward, the program will want to assess student success and identify what it can do to close equity gaps in student achievement.

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)

I commend the program for its work promoting transparency in learning and teaching. This work makes a significant contribution to student learning and achievement. I also commend the program for implementing a robust assessment process, using multiple data sources to evaluate each program student learning outcome. Results are used to regularly make program improvements. The program is doing particularly well in identifying both its strengths and areas for improvement.

Dean's signature:



Date: 1/12/2023