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: 10/14/2022

Submitted by: Shannon Uffenbeck, term assistant professor, sruffenbeck@alaska.edu

Program(s) covered in this report: Select program, or "Other".
(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)* Post-Baccalaureate Certificate in Pre-Medical studies

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)***

- **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)***
  Our department now offers a series of workshops to help students become better medical school applicants. In these workshops, we discuss being deliberate in shadowing/volunteer experiences required by med schools, encouraging students to journal their observations. By encouraging self-reflection during these activities, we hope that students can better understand the importance of professionalism and community engagement within the context of their personal and professional ambitions.

   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)***
  Our students have access to pre-med advisors that help guide them in becoming the best applicant they can be. In this process, we encourage students to assess their communication skills and help them find ways in which to improve areas that may need improvement. One specific example is that students often struggle to find physicians to shadow thus we frequently advise students on how to approach a busy physician and initiate a persuasive conversation in a professional manner.

- **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)***
  Addressing core competencies is a challenge for this program as many of our students will not take any courses offered by our academic unit. Because a bachelor's degree is required prior to entrance to our program, there is some expectation that students come into our program with core competencies previously met. For students that demonstrate struggles with core competencies (communication, professionalism, etc) we offer specific guidance from our program advisors.

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.

    A. Demonstrate an understanding of the core concepts in organic chemistry, biochemistry, genetics, including molecular genetics, and cell biology – Exceeded faculty expectations

    B. Demonstrate an understanding of the core concepts associated with the disciplines that are assessed as part of the Medical College Admissions Test, MCAT that is administered on the Association of American Medical Colleges. – Met faculty expectations

    C. Demonstrate the successful completion of the majority of the pre-requisite courses required for admission to the MD program administered by the Alaska WWAMI School of Medical Education – Met 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)***

    Data was collected for each of our program graduates: total undergrad GPA, undergrad BCPM (bio, chem, phys, and math) GPA, total certificate GPA, and the GPA calculated for the certificate program's core required courses (BIOL A242/A252, CHEM A321, CHEM A441).   To look at student progress, we tracked our first cohort of students through their first year (students enrolled in Fall 2021). The Association of American Medical Colleges (AAMC) advisor's portal was used to track application status and Medical College Admissions Test (MCAT) performance. Conversations revolved around the need to adjust the assessment process to focus on post-program assessment. The need for more diligent tracking of students for advising was also discussed.

4. **What are the findings and what do they tell the faculty about student learning in your program? *(750 characters or less)***

    Prelim findings indicate that our program is succeeding in allowing students from a wide variety of bachelor's degrees to complete the required courses for entrance to medical school. Eight students (3 FT, 5 PT) entered the program in the fall of 2021. 3 of those students graduated, 2 are on track, 2 are not progressing, and 1 student left the program. The average GPA for those that graduated is 4.0. 100% of the program's graduates applied to medical school. All three graduates had nontraditional baccalaureate degrees for medical school applicants. We also noted that student progress/success is highly correlated with the level of engagement with the program's advisors and conversely those not progressing were not accessing advising.

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)*

The faculty recommends two changes to improve student success. The first is adjusting our advising approach to students first entering the program to minimize students inappropriately enrolling in the program. This will also start a relationship between students and our advising team. The second proposed adjustment is to reevaluate the measures used to assess our Program Student Learning Outcomes. Our current model spends too much effort on assessing students' previous experiences. We are investigating the use of pre/post-program surveys and MCAT performance to assess student improvement and professional program readiness.

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)*

N/A No changes implemented in AY22

Academic Affairs
UNIVERSITY of ALASKA ANCHORAGE

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. Included in the denominator for undergraduate courses are the grades D, F, W, I, NP, NB. *Data source: RPTP 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.

Metric	Definition	Rationale
ANNUAL RETENTION 1ST TO 2ND 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 RPTP/DEDMGR end-of-term freeze files. Disaggregate as per accreditation on an annual basis.*	Following the student from the 1st fall to 2nd 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. *Data source: UA System Warehouse RPTP/DEDMGR end-of-term freeze files. Disaggregate as per accreditation on an annual basis.*	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 examples of post-graduate success have been very encouraging. While we have only had three graduates, one of those graduates was accepted into Alaska WWAMI's most recent entering class and another student is mid-application cycle but has received secondary application requests from multiple schools. Also of note is that in the current medical school application cycle, two of our students received secondary application invitations despite having baccalaureate GPAs lower than generally allowed by medical school admissions (ie. below 2.9). This indicates that academic success in our certificate program can demonstrate improved academic ability from the lens of medical school admissions.

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)*
   The program is very new and therefore data to date is limited, but appears to be very promising in how it is supporting students in successfully applying to medical school which is the core purpose of the program. The primary guidance for the program is to continue with their very thoughtful approach to determining what assessment is meaningful for informing program improvement. College adminstration is available to assist as needed as the program continues to assess early outcomes.

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)*
   The program has done well in beginning to examine what assessment measures are going to be meaningful for the unique intended outcomes of this program. They have duly noted that some of these assessment strategies (such as engagement with advising) happen outside of the core academic work but are crucial to students' success in achieving the goals the program was designed to achieve. The program is commended for taking a thoughtful approach to this assessment process, even when it means less traditional forms of assessment.

Dean's signature: _____ **Date:** 1/9/2023