





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

Health Sciences BS

If you selected "Other" above, please identify.

College of Health

N/A

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.



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.

○

(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.

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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. rese



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 f



(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.

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.

(100 characters or less)

(750 characters or less)

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





