



Cindy Trussell, Professor, citrussell@alaska.edu

Natural Sciences BS

If you selected Other above, please identify.

College of Arts and Sciences

Select Specialized Accrediting Agency or N/A.

In 2020, UAA launched a consensus-based, deliberative process to identify the key skill sets 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.

o

(500

*characters or less)*

Many courses in the biological sciences curriculum intentionally engage students to explore their communities and test biologically related question(s). This type of course-

related research allows them to connect to their community and potentially increase their identities as scientists. Students have opportunities to volunteer and engage with UAA Brain Bee, UAA Stem Day, and community-engaged projects. BIOL A465 prepares students for UR.

o

*(500 characters or less)*

BIOL A413, Neurophysiology, students have opportunities to engage in community learning projects that directly impact K-12 students in STEM in addition they have near-peer opportunities.

o

*(500 characters or less)*

To promote community engagement and professional excellence at the same time, we feel that it would be worth exploring community-based CURE (Course-Based Undergraduate Research Experiences) development in our lower-division lab courses. Our Experiential Learning courses already offer inquiry-based research experiences adding the community component would provide students an opportunity to give back while learning.

*Example: Communicate effectively in a variety of contexts and formats Exceeded faculty expectations.*

Apply scientific data, concepts, and models to craft interdisciplinary explanations of scientific ideas across two of the natural sciences.

*(750 characters or less)*

To evaluate the learning outcome in AY 21 our committee of 3 faculty members collected artifacts from both lower division and upper division Experiential Learning (EL) courses (BIOL A243, BIOL

A273, BIOL A311, BIOL A342, BIOL A442, and BIOL A465). We then used the Process of Science Rubric and evaluated a sample of these artifacts. We compared median and mode between the lower division and upper division ELs. In addition, we collected IR grade data and demographics for these courses. We continue to collect college ETS data (not assessed this year because of the PSLO). On October 1 we presented a draft of our findings at a faculty meeting for reflection, discussion, and feedback.

*(750 characters or less)*





