



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 is moving to one academic assessment reporting mechanism. The below form merges and streamlines the former Annual Academic Assessment Survey and the Annual



Gabriel Garcia, MPH Program Coordinator, ggarci16@alaska.edu

Public Health Practice MPH

If you selected "Other" above, please identify.

College of Health

Council on Education for Public Health

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.

o

*characters or less)*

*(500*



and assignments related to building this specific university core competency. Moreover, the students are asked to demonstrate this competency when they do the program's required applied practice experience.

o

*(500 characters or less)*

One of the assignments in HS A605: Public Health & Society asks the students to work with a local community health organization/agency to identify a public health issue relevant to them and their target population. Once an issue is identified, the student and community partner work together to develop a public health communication tool/material.

o

*(500 characters or less)*

Our program requires students to work with a community partner in an applied practice experience. In that experience, students develop a minimum of two deliverables where they demonstrate both foundational public health and track-specific competencies, many of which address this university core competency. It is possible that this kind of requirement to be translated to other university programs or settings.



topics, activities, and assignments of all our core courses via their review of our course syllabi in AY 19-20 and they determined that, collectively, all of our core courses address all 12 SLOs and 22 FPHCs. Secondly, our analysis of student self-assessment of our SLOs and FPHCs both in AY 19-20 and AY 20-21 showed that there was a significant increase in our students' acquisition of the 12 SLOs and 22 FPHCs from the time they entered our program compared to the time they exited our program. However, of the 22 FPHCs, we found that while we are meeting all our competencies, the competency related to epidemiological methods ("Apply epidemiological methods to the breadth of settings and situations in public health practice") received a lower average than others.



electives that focus on public health methods and epidemiology. We anticipate that these activities will help increase students' acquisition rating of the epidemiological methods competency. To get a better understanding of competencies that may have lower ratings in future assessments, we plan to conduct follow-up surveys or focus groups with students.

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)*

In previous years, we had several students having difficulties progressing in the project/thesis practicum stage in our program. Thus, in AY 20-





