

ACADEMIC PROGRAM REVIEW FORM

All academic programs and units at UAA are required by Board of Regents Policy P10.06.010 to engage in program review on a seven-year cycle. University Regulation R10.06.010 sets out the minimum requirements for program review, including centrality of program mission, quality, demand, program productivity, effectiveness, and efficiency. Exceptional reviews may be conducted, per University Policy and Regulation, and with the provost's approval. The UAA process integrates information about student learning outcomes assessment and the improvement of student learning, as well as progress on student success measures and the closing of equity gaps, aligning program efforts and resources with institutional priorities. Final decisions include commendations and recommendations, which guide future program efforts. The results of cyclical Academic Program Review are reported to the UA Board of Regents annually and are published on the UAA [Academic Program Review website](#).

This form is composed of four parts: the Program Section, the Dean Section, the Program Optional Response Section, and the Provost Section. Guidance for submission is provided in each section.

Using the Form: The form is pre-loaded with information specific to each program and sent by the dean to the program. The program should download and save their form to begin using it. The form is locked, so instructions are viewable and the only sections of the document that can be edited are the form fields. 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, prior to entering final responses in the official fillable form.

The form uses narrative boxes, text only, and drop-down boxes. Narrative boxes have a character limit, which includes spaces. To undo an answer, press "Control-Z" or "Command-Z."

Responses are to be narrative text only, and must be ADA and FERPA compliant, and must not include the names of any current or former employees. Do not embed any tables or 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 may be published, as per the accreditor or external organization. Do not include appendices. Appendices to this form will not be accepted.

Data: Each program is provided a datasheet, along with this pre-loaded form. For questions about the data, please contact Institutional Research (uaa.oir@alaska.edu).

Assistance: For technical assistance with this form, email Academic Affairs (uaa.oaa@alaska.edu).

Program(s) in the review: OEC Children's Behavioral Health, OEC Conflict Resolution (*Next review will include the new OEC Diversity & Social Justice*)

Specialized Accrediting Agency (if applicable): N/A

Campuses where the program is delivered: Anchorage KOD KPC MSC PWSC

Year of last review: AY20

Final decision from last review: Continued Review

PROGRAM SECTION (Due on March 1)

The program review committee chair and committee members are assigned by the dean. All program faculty should be included in the review process, including faculty on the community campuses. After completing the Program Section below, the program review committee chair will enter their name and date, and email this form to the dean, copying all committee members. If the program is fully delivered on a community campus, copy the appropriate community campus director(s). The program review committee chair's name and date lines are at the end of the Program Section.

Program Review Committee:

Seta Kabranian, Term Assistant Professor, Human Services, Chair
Amanda Biggs, Term Assistant Professor, Social Work
Yvonne Chase, Associate Professor, Human Services
Ken Hamrick, Director, Academic Workforce Program
David Moxley, Assistant Dean, Behavioral Health

1. Demonstrate that the program has responded to previous recommendations.

Recommendation 1: Increase course enrollments in all program options.

How do you know the recommendation has been successfully achieved? (2000 characters or less)

All courses in the Children's Behavioral Health OEC have experienced substantial growth because of stronger vigilance by the Department of Human Services in the oversight of the program.

Actions taken to date (2000 characters or less)

The UAA Department of Human Services has taken multiple actions to increase enrollment in the Children's Behavioral Health OEC, principally by facilitating student enrollment prior to and during degree programs, especially the AAS, and by consistent monitoring of student progress in courses that constitute the OEC. In addition, the department invests more in the recruitment of students for the OEC in Conflict Resolution. There is now increased oversight of student progress in the core courses of both OECs and, as a result, the department reaches out to those students who have completed at least one of the courses. For these OECs, as with others, the department has increased advisement of students who are entering the department for the first time, advisement for continuing students, and advisement for returning students. The department has positioned these two OECs within various academic and training pathways principally involving Fast Track, and external funding by the Health Resources and Services Administration (HRSA) Paraprofessional project that requires enrollment in a Children's Behavioral Health Credential. In addition, the department has increased the visibility of the certificates among human service programs and among agencies that train Human Services

students, and employ them, particularly in child psychiatric treatment settings, youth development programs, and organizations devoted to advancing children's behavioral health. The enrollment of trainees in the HRSA-sponsored trainees required to complete the OEC is and will make a substantial impact on graduation rates from the OEC. The HRSA funding supports a maximum of 26 trainees annually who are required to complete the OEC over a maximum of four semesters. Enrollment of the first HRSA sponsored paraprofessional cohort is now underway.

Evidence of success to date (2000 characters or less)

Enrollment in each course, HUMS 200, 205, 206, and 207. During fall of 2022 and spring of 2023, enrollments in HUMS 200 have increased significantly to some 20 students. Enrollment in HUMS 207 have increased to over 16 students. Course enrollments are up in the lower division courses the OEC in Conflict Resolution require and they have increased in the two upper tier courses. The majority of students enroll from HUMS but we are also seeing an increase in students enrolling in OEC courses from other university departments, such as Psychology. In fall of 2021, the Department of Human Services collaborated with the UAA Child Welfare Academy in offering multiple sections of HUMS 190 focusing on Strengthening Families methods. Tuition support came from the Municipality of Anchorage's Alcohol Revenue Fund. Students completing this course were eligible for matriculation in the OEC. A full 90 students completed Strengthening Families content and approximately 10 of those entered at least one OEC course.

Recommendation 2: Increase revenue through professional development opportunities to revive the certificate program options or revise the certificates to better meet student demand and industry needs.

How do you know the recommendation has been successfully achieved? (2000 characters or less)

Increase revenue is a product of student enrollment in the four OEC courses. There is evidence that revenue is much higher than in the previous three years. HRSA Paraprofessional funding is now generating considerable revenue.

Actions taken to date (2000 characters or less)

The department has taken explicit strategic actions to better position the two certificate programs to advance student demand in ways that are more effective. First, with the support of the Dean's Office, the department moved the home for Children's Behavioral Health from the Center for Human Development (CHD) to the academic home of the Department of Human Services. This has made the availability and purpose of the OEC more visible to students who are new to the department and in the early part of the undergraduate education, particularly the AAS degree program. Curriculum revisions brought all four courses into the 200 level of instruction (HUMS 200, 205, 206 and 207, which was previous 385). Parallel efforts have been made with the four courses of the OEC in Conflict Resolution. This action was essential to a more effective coordination of the OECs with the AAS, although the credential remains available to those students enrolled in the BHS and other bachelor's degree programs. To accommodate anticipated increase in demand, the department is now offering all four courses of the OECs every semester and during the summer months. This change is significant since it facilitates

flexibility in student enrollment, allows students to move more quickly through the OECs, and is responsive to students who work in behavioral health organizations. As a result of COVID-19 related changes in instruction, but are now permanent, all OEC courses are available on-line either through synchronous or asynchronous formats with most courses available in evenings. These changes offer a more flexible and responsive format to students who are raising children or who are working. For employers, there is less disruption to the workday.

Evidence of success to date (2000 characters or less)

Since the grant provides \$3000 dollars per student for completion of the OEC in Children's Behavioral Health revenue sources are undergoing expansion. The Department of Human Services is seeing an uptick in revenue for AY22 to 23 since approximately 23 HRSA funded trainees are enrolling in core courses. The revenue for those trainees is \$78,000, which will also be the revenue for the subsequent two years. Student tuition for OEC courses is increasing, particularly for HUMS 200, a core course for the OEC in Children's Behavioral Health. That revenue for this semester stands at about \$8,000. Revenue for the four conflict resolution courses have been modest, but all courses exceed break even.

- 2. Demonstrate the centrality of the program to the mission, needs, and purposes of the university and the college/community campus. Include how the program is integrating (or planning to integrate) intentionally designed opportunities for students to develop the four core competencies (Effective Communication; Creative and Critical Thinking; Intercultural Fluency; and Personal, Professional, & Community Responsibility). (2500 characters or less)**

The OECs in Children's Behavioral Health and Conflict Resolution align with the workforce development mission of the university, and contribute to the educational and training infrastructure of behavioral health and justice workforce development. The certificates are distinctive within the behavioral health pipeline given their focus on children, families, and culturally responsive human service delivery. The certificates are building blocks for the university in (1) creating a paraprofessional workforce for entry-level positions, (2) equipping students with core competencies to work as members of behavioral health and/or justice focused teams, and (3) linking students to other degree programs, particularly the AAS, BHS, BA in Psychology, or the BSW.

The courses within both OECs emphasize writing in professional contexts, and communication within a framework of interdisciplinary work students undertake with other behavioral health professionals. Across the four courses, students gain competence in reflective writing about the social forces influencing the formation of behavioral health or justice issues within community, family, and socioeconomic structures. They learn critically about how to understand social issues children and families experience and to illuminate the social forces that interact to create behavioral health needs within various institutions, especially schools, child welfare, and the family. In addition, students learn how to understand creative responses to complex issues that children and families experience within social services or justice systems, and this creativity extends to the formulation of interdisciplinary forms of helping in family contexts. Students learn about ethical frameworks and principles in responding to children's and families' needs within a cultural framework. Thus, the courses emphasize cultural fluency within responsive human service organizations and justice systems. They learn about themselves as agents of change within requirements of taking personal responsibility for engaging in effective behavioral health or justice

practices. They learn about community responsibility in terms of how behavioral health organizations or justice systems respond to human needs. Lastly, courses in both OECs facilitate students' understanding of the professional organization of behavioral health or justice systems. In addition, they learn how professional responsibility expresses itself within complex systems of care.

3. Demonstrate program quality and improvement through assessment and other indicators.

a. Program Student Learning Outcomes Assessment and Improvement Process and Actions

i. OEC Children's Behavioral Health

- *1) Use knowledge of therapeutic techniques, child development and cultural responsiveness to interpret treatment plans in therapeutic settings for children and youth; 2) Apply an array of strategies to support and shape behavior of children and youth with challenging behaviors; 3) Abide by professional practices accepted in the field of children's behavioral health; 4) Blend concepts and skills to develop trauma-informed practices in children's behavioral health services.*

Describe your key findings for these outcomes. (3000 characters or less)

The OEC had two quality improvement cycles that brought content into new forms of delivery: synchronous and asynchronous. This means students can complete the certificate from anywhere in Alaska. The inclusion of assignments that heighten students' awareness of best practices in behavioral health focusing on children and families strengthens the ecological focus of the OEC. Students learn in five areas:

–Child and family development and developmental milestones in infancy, early and middle childhood, early and middle adolescence, and late adolescence and young adulthood.

–The contexts and support systems in which children function in effective ways, particularly in addressing challenging behaviors.

–A strengths perspective on children and their families and the development of strategies for supporting families to better address challenging behaviors.

–A trauma informed approach to practice in which students learn about how historical and other forms of trauma influence the functioning of children and families.

–Working within culturally responsive human service organizations with an interdisciplinary focus.

1. Assessment data indicated a need to repackage content and to sharpen the focus so that cumulatively across the four OEC courses students gain confidence as early career behavioral health practitioners. We have augmented role-specific content about how OEC students contribute to various roles such as behavioral health assistant, teacher aides, peer support specialists, and direct service professionals. Aligning core practice competencies with these roles has been an important improvement in the rejuvenation of the OEC.

2. Two courses amplify the “tool kit” of the behavioral health assistant in working with children. Based on assessment data, we refined HUMS 205 and 206 to amplify strategies of intervention. Assessment data indicated that students require a better articulation of a strengths approach within a framework of cultural responsiveness, which is now a cross-cutting theme of the educational experience.
3. We have emphasized the formation of student professional identity in children’s behavioral health highlighting the integration of:
 - a. Ethics,
 - b. Self-awareness of good practices,
 - c. How to interact with other professionals in the care process,
 - d. How to adopt a child-centered and family-centric approach to practice,
 - e. How to engage in self-regulation when children engage in challenging behaviors.
4. We have refined the final course in the sequence, HUMS 207, to focus on trauma, trauma informed practice, and methods of addressing trauma in practice with children and families. The instructor for the course is highly experienced and competent in trauma-informed work and instructs students mindful that the content can trigger students’ own reactions to trauma. Another faculty member will work with the instructor in the development of trauma-informed practice modules that are sensitive to Alaska Native populations.

Describe actions taken to improve student learning for these outcomes. (3000 characters or less)

The Department of Human Services has identified and completed actions in the following areas for curriculum improvement of this Occupational Endorsement Certificate.

- a. Updating all curriculum templates for the four courses composing the OEC in CIM.
- b. Laying out a strategy for assessing student learning outcomes within the Children’s Behavioral Health OEC. This assessment framework and procedure stands independent of the assessment of degree programs.
- c. Integration of substance use treatment training modules that are products of the SAMHSA funded Practitioner-Education project.
- d. Ensuring that each of the four courses have learning outcomes consistent with 200-level courses.
- e. Amplifying cultural responsiveness of human services across all of the four courses.
- f. Developing tuition support for those students enrolling in the OEC.

- g. Articulating the OEC with the AAS so students can learn about professional degrees within human services as they complete the four courses of the OEC.
- h. Offering enriched advisement to students who are interested in the OEC so that they are oriented to employment opportunities, understand the linkage of the OEC to the AAS, and learn about how the OEC prepares students for higher-level career opportunities.
- i. Reducing the redundancy across the four courses and, as a result, sharpening the focus of each of the four courses.
- j. Amplifying within HUMS 207 how a trauma informed practice framework works in practice offering students a practical skill set in working with children and families.
- k. Scheduling all four courses each semester so that students can move more quickly through the OEC curriculum.
- l. Lifting prerequisites from each course to facilitate student enrollment in a course without their having to wait until they complete the requisite courses.

Describe evidence that these actions are working. (3000 characters or less)

Advisement. The volume of student requests and appointments for advisement is increasing considerably moving up to about 10 contacts per week in which students are seeking information about Human Service career opportunities within Alaska and, in particular, about the AAS and BHS programs and Occupational Endorsement Certificates. Our AAS Coordinator is following a protocol involving increasing each student's awareness of the career opportunities within the domain of children's behavioral health, and of the competencies the OEC in Children's Behavioral Health can help those students acquire. Through advisement, the faculty enrolls those students who are interested, which is about five per week, in at least one OEC course in children's behavioral health. The volume of students obtaining information about this OEC is increasing since the initiation of our efforts to rejuvenate this curriculum.

Co-Enrollment. The Department of Human Services is seeing an increase in co-enrollment of students who are combining their studies at the AAS and BHS levels with an OEC. The co-enrollment of students in the Children's Behavioral Health Certificate is visible in those who are electing these courses.

ii. OEC Conflict Resolution

- *1) Understand the nature of conflict through theory and collaborative practices; 2) Demonstrate enhanced communication skills and interpersonal skills to include negotiation; 3) Incorporate conflict management skills in human service practice; 4) Integrate concepts of diversity into various collaborative practices.*

Describe your key findings for these outcomes. Programs may enter "See above" if there is a significant overlap of outcomes. (3000 characters or less)

The Department of Human Services has refined the OEC in Conflict Resolution by (1) sharpening content within HUMS 224 (Systems of Conflict and Collaboration) and HUMS 225 (Counseling in

Human Service Practice). Those two courses introduce students in the lower division of the core AAS program through theory and collaborative practices offering them a stronger foundation than before in approaches to conflict resolution and the development of collaborative systems. There is evidence from student portfolios that they achieve a better grasp of theory and substantive skills, like group and interpersonal interactions (Recommendation ii.1). Students' completion of those two courses for the AAS degree streamlines the OEC in Conflict Resolution since students only need two additional courses (HUMS 333 and 334) to earn the OEC. All four courses add to the communication and interpersonal skills to include negotiation as students' portfolios reflect (Recommendation ii.2). The department has sharpened both HUMS 333 (Alternative Dispute Resolution) and HUMS 334 (Family Mediation) to augment content on the practice of conflict resolution (Recommendation iii.3). HUMS 333 now has additional content on models of alternative dispute resolution. HUMS 334 focuses specifically on families and groups in which students gain skills in applying mediation, negotiation, and dispute resolution competencies into their professional development as human services professionals. These outcomes are visible in students' electronic portfolios. Consistent with its overall approach to the incorporation of thematic content on diversity, equity, inclusion and justice (DEIJ) within both the AAS and BHS, the department has integrated such content into the OEC in Conflict Resolution. These tactics include an emphasis on (1) family diversity, (2) culture and conflict, (3) identify conflict, (4) systems of justice for marginalized populations, and (5) integration of alternative dispute resolution capacities at community levels (Recommendation ii.4). There is evidence that students who enroll in conflict resolution courses at the 300 level are increasingly enrolling in HUMS 321, one of the department's core diversity courses.

Describe actions taken to improve student learning for these outcomes. Programs may enter "See above" if there is a significant overlap of outcomes. (3000 characters or less)

The Department of Human Services has made substantial progress in the incorporation of electronic portfolios as a means for students to demonstrate their emerging competencies across the curriculum including occupational endorsement certificates, associate degree, and bachelor degree programs. Students use the portfolio as a means for demonstrating their practical (i.e. practice) learning across the practicum courses, which include HUMS 295A, 295B, 495, and 496 (the capstone). We are incorporating OEC courses whilst the department progresses in its use of electronic portfolio as a learning tool for students, as a means through which they demonstrate competencies, and as a means through which the department conducts assessment. Two faculty members oversee students' portfolios and students receive regular feedback about their learning competencies inclusive but not limited to five areas:

- (1) Portrayal of their learning processes,
- (2) Reflective writing,
- (3) Communication skills beyond writing using audio, video, and photographic methods,
- (4) Self-assessment of classes and practicum, and

(5) Knowledge of human services systems and how this knowledge influences students' career direction.

We now consider the electronic portfolio as the departments' principal approach to authentic assessment. As students make progress in their learning, they incorporate demonstrations of their competencies in assessment, treatment planning, and interview processes. They upload those demonstrations of competence into their portfolios. While the department places considerable emphasis on writing, the principal writing approach is reflective in nature. Students learn how to record their learning experiences in deep reflections about what they achieve, the experiences they gain in advancing their competencies in human services, and the situations in which they demonstrate competencies. Students enter their reflective writing into the electronic portfolio as pages as opposed to papers, and they follow a specific and substantive template guiding their writing. By the end of a semester, students produce a video presentation of their learning, and they share those videos with their colleagues and all department faculty to demonstrate their learning over the course. There is evidence that within these presentations, students communicate core skills in helping (HUMS 225), working under conditions of conflict (HUMS 224), engaging in alternative dispute resolution (HUMS 333), and working with dyads, groups, and families in building collaboration.

Describe evidence that these actions are working. Programs may enter "See above" if there is a significant overlap of outcomes. (3000 characters or less)

The OEC in Conflict Resolution is and will remain one of the niche programs of the Department of Human Services that stands alongside substance use treatment, children's behavioral health, and case management. The courses now have relatively healthy enrollments across all four courses. Enrollments are very strong in HUMS 224 (Systems of Conflict and Collaboration) averaging about 12 students per semester, and HUMS 225 (Counseling in Human Services) reaching enrollment levels from 15 to 20 students per semester. The two upper division courses, taught by an attorney practicing alternative dispute resolution and family resolution, range now from 8 to 10 students. The content of electronic portfolios students prepare across either the AAS program or BHS program or both reflect their considerable investment in their own learning. The portfolios capture a broad base and specific focus of students' learning, enables them to record their learning outcomes, and demonstrate core competencies using simulation methods they capture through video.

The overall strength of the program is evident in the following:

1. Healthy enrollments in all four courses constituting the OEC in Conflict Resolution.
2. Student demonstration of core practice concepts through reflective writing.
3. Integration of conflict resolution theory and practice within lower division core courses.
4. Employer endorsement of the importance of content on conflict resolution in human services jobs.
5. Student demonstration of conflict resolution and alternative dispute resolution skills in their final portfolio presentations in all four courses constituting practicum.

6. Incorporation of diversity content into all four courses constituting the OEC in Conflict Resolution.
 7. Completion of HUMS 321, a principal course on diversity, among those students enrolled in the OEC in Conflict Resolution who are also pursuing a degree program.
 8. The diversification of students' demonstration of their learning using the electronic portfolio capacities of electronic portfolios.
 9. Increased use of authentic assessment procedures that expand student demonstration of their competencies.
 10. Student progression from the OEC into employment, particularly in those organizations in which they complete their practicum.
- b. Demonstrate program quality and improvement through other means, for example, maintaining specialized accreditation, using guidance from advisory boards/councils, responding to community partners and local needs, maintaining currency of the curriculum, implementing innovative program design, intentionally integrating high-impact teaching and learning practices into the program, and meeting indications of quality in distance education, such as the C-RAC Standards. (3000 characters or less)**

The OECs are not part of the accreditation focus of the Council for Standards in Human Service Education. However, the two OECs that are the focus of this follow up program review, as well as the other OECs the Department of Human Services sponsors, are now well integrated into the degree programs so that students can more easily achieve four pathways:

- (1) Undertake the OECs independent of degree programs,
- (2) Incorporate the two OECs into the AAS,
- (3) Incorporate the OECs into the BHS, and
- (4) Return post degree to earn or complete an OEC. Students can return after they achieve an academic credential and complete an OEC carrying forward courses that they may have completed previously into their efforts to complete an OEC.

The department has reviewed the design of all OECs in 2021 so that each one now incorporates 12 credits, or four courses. This design helps students earn their OECs more quickly than in the past. The department's strong emphasis on advisement means that the students learn about the availability, requirements, and convenience of the OECs during the first contact with a departmental advisor.

Students enrolled in the HRSA Paraprofessional program can access all courses of the Children's Behavioral Health OEC in any semester thereby shortening time to certificate. In addition, those HRSA funded students who face learning challenges can easily access support from a Student Navigator who helps them troubleshoot and resolve issues they may face in admissions, enrollment, and course completion. In addition, those students receive advisement in applying their OEC credit in Children's Behavioral Health to a degree program.

The Department of Human Services is making considerable progress in revitalizing its Advisory Council moving from a local one to a statewide council. The advisors review all OECs and affirm their relevance and/or recommend content for particular courses. These recommendations result in keeping content current and relevant to employers. That the OEC in Children's Behavioral Health has moved through this process is a tribute to the review efforts undertaken by the Advisory Council.

Six high impact practices now characterize both OECs as well as the other academic programs the department supports:

1. Use of reflective writing.
2. Use of portfolios.
3. Civic engagement, particularly when students link their practicum and an OEC.
4. Student demonstration of competencies through videography.
5. Emphasis on career development as an extension of student learning.
6. Enhanced advisement as a learning process for students initiating their entry into an OEC or degree program.

4. Demonstrate student success and the closing of equity gaps.

- a. **Analyze and respond to the disaggregated data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to close any equity gaps. The Student Success program review metrics are Junior Graduation Rate, Associate Graduation Rate, Semesters to Degree – Graduate Programs, and Course Pass Rates by Course Level. (3000 characters or less)**

Commencing in Academic Year 2021 and continuing into Academic Year 2022, Human Services students enrolled in lower division courses show a decrease in course pass rates as compared to years 2018 through 2020. Course pass rates for students enrolled in lower division during AY21 and 22 were 71.34% and 77.78%, respectively. It would be easy to dismiss these rates as an outcome of the COVID-19 Pandemic, but a more valid explanation focuses on the influx of students into the AAS that bring somewhat weaker academic skills compared to those students enrolled in previous years. This is especially true for part-time students whose course pass rate was 57% and 50% during AY21 and 22. It has been apparent to the faculty of the Human Services Department that during those years and into the present students require considerable support to achieve academic success. The faculty have put into place novel supports including enhanced advisement, student success meetings, team-based support for students who need assistance in stabilizing their living situations, and referral to academic development resources within the university. Equity gaps exist for Alaska Native and for older students. Given the diversity the department has sought, students enter at varying levels of academic preparation. The department has diversified ways in which students can demonstrate academic skills and learning. We have diversified assessment methods and introduced means of demonstration, videography, and other media tools in which students can supplement traditional ways of demonstrating their learning.

Course pass rates improve for those students who enroll part-time in the BHS program. Students who achieve success in the AAS tend to matriculate into the full four-year degree. Part time students achieve pass rates of 100% and 80% for Academic Years 21 and 22. However, full-time students do not achieve at high levels as compared to part-time students. Consistent with our observations about students enrolled in the AAS, full-time students require more support than in previous years.

Course pass rates for the Conflict Resolution Certificate are strong. Students from diverse backgrounds complete courses at a rate over 80%. The one exception to this are Asian students whose course completion rate decreased significantly in AY22. Course completion rates are strong for most students in the Children's Behavioral Health Certificate. Students who are white show a modest course pass rate of 50%. As we note in previous sections, increasingly students whose academic background is not strong enter certificate programs as well as the AAS. This background should not preclude them from successful and productive careers in human services. Many students, however, require support for academic success including developmental work and positioning students in learning contexts, such as experiential learning, in which they can demonstrate success as future practitioners.

- b. Provide evidence of the overall success of students in the program. For example, you might talk about the percent of students in post-graduation employment in the field or a related field, the percent of students who go on to graduate school or other post-graduation training, and/or the percent of students who pass licensure examinations. You might also give examples of students who have been selected for major scholarships or other competitive opportunities. [Please do not use personally identifiable information.] (3000 characters or less)**

The Department of Human Services invests considerable efforts in positioning and aligning its academic programs with workforce needs within Alaska. The State of Alaska experiences elevated social indicators in the areas of substance use, alcohol use, traumatic brain injury, serious mental health issues, and suicide. The content of the Children's Behavioral Health OEC addresses these elevated indicators and faculty address those in some depth across the levels of OECs, AAS, and BHS. With the introduction of electronic portfolios useful in documenting students' core competencies, the department offers a holistic means to track competencies as students progress within an academic program and/or across academic programs. We share this information to underscore the preparation of students for employment in Alaska's behavioral health systems. The faculty and staff of the department are highly committed to preparing students for a workforce requiring them to achieve success in entry level positions, and to progress into higher level positions as they grow professionally and academically. Most students, well over 60% of those participating in the OEC in Children's Behavioral Health, are employed at the time of enrollment. They seek the OEC to enhance their competency set, and to progress in their employment. A majority of these students are enrolled in the AAS degree program, which serves as an entry level degree for their career progression in behavioral health. We have increasing evidence that the OEC in Children's Behavioral Health prepares students for progression in their employment. This evidence comes from members of the Advisory Council.

With the advent of credit for prior learning, students can incorporate their OEC course completion into their plans for continuation through the AAS or through the BHS. Many students in the AAS stop out offering financial issues as their principal reason, but we are seeing a strong minority of those students returning for the BHS.

Although the State of Alaska does not require licensure for entry-level human services positions, students with either OEC can move forward in certification as behavioral health aides. That this is happening with more frequency reflects the movement of students into behavioral health systems of care. The Department of Human Services is working closely with the Alaska Commission on Behavioral Health Certification to align its programs with statewide certifications in peer support, behavioral health, and/or chemical dependency counseling. This alignment is a principal strategic aim of the department and we anticipate that increasingly students will gain certification in these areas.

Departmental faculty are getting more perceptive in positioning students for national scholarships. In particular, we are positioning students for submission of Udall Applications. We are positioning two students for submission in 2024.

5. Demonstrate demand for the program.

- a. Analyze and respond to the data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to improve. The Demand program review metrics are Ratio of Out-of-Discipline Credit Hours to Total Credit Hours, Number of Program Graduates Who Continue Education, Number of Program Graduates Who Return to UAA to Pursue an Additional Program, and Gap between Job Openings and Degree Completions. (Note: Gap between Job Openings and Degree Completions not required for AY23 Program Reviews.) (3000 characters or less)**

Within the certificate programs, students do not take courses outside of their discipline. This trend has held for several academic years. They IR data across multiple academic years are limited if nonexistent for the two certificate programs in question. However, we have internal data that indicates students who enter occupational endorsement certificates do enroll in the AAS program albeit at a limited rate. Some 10 students have enrolled in the AAS program during the current Academic Year of 22 to 23 or complete an Occupational Endorsement Certificate once they enter the AAS.

6. Demonstrate program productivity and efficiency.

- Analyze and respond to the data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to improve. The Productivity and Efficiency program review metrics are Five Year Degree and/or Certificate Awards Trend, Student Credit Hours per Full-Time Equivalent Faculty, and Full-Time Equivalent Student per Full-Time Equivalent Faculty. (3000 characters or less)**

The Department of Human Services is productive and efficient. During AY22 student credit hours by full-time faculty members was at a five year high of 273.69. This compares with previous academic years that range from 265.55 in Academic Year 2018 to 208 in Academic Year 21. Most of these years were pandemic ones, and the increase in AY22 likely reflects the movement of the university

out of those years. Ratios of students per full-time faculty member reached a high of 9.12 in AY22. The previous year was the lowest at 6.93 in AY21. The increase in the ratio of full-time students to full-time faculty in AY22 reflects a concerted effort by the department to increase enrollments. While the ratio in AY22 is high, it is not adequate. The department is working to expand enrollments in all of its certificate and degree programs seeking to reach a ratio of 15. Such a ratio will ensure healthy enrollments in most human services courses. Overall, the trend in student credit hours per full-time faculty member and the ratio of full-time equivalent students per full-time faculty member is positive. However, the department needs to sustain its efforts to build enrollment within courses, certificate programs, and degree programs. The department needs to focus on not only the number of students enrolling in certificate programs but in completing those programs. Metrics for five-year certificate completion are quite low although we feel that these data reflect an undercount since these students actually apply to the certificate programs. Many more students complete requisite courses in both certificates. The department is developing a tracking system to monitor the number of students who complete courses in a certificate program. Our intent is to be assertive in reaching out to these students so they are aware of their progress in completing a certificate, and to help them apply for the actual certificate.

Optional: Discuss the extent to which, if any, extramural funding supports students, equipment, and faculty in the program. (2500 characters or less)

- 7. Assess program distinctiveness, as well as any duplication resulting from the existence of a similar program or programs elsewhere in the University of Alaska System. Is duplication justified, and, if so, why? How are you coordinating with UAA's community campuses and the other universities in the system? (2000 characters or less)**

Both Children's Behavioral Health and Conflict Resolution OECs are distinctive in their own right. The Children's Behavioral Health OEC offers an avenue for students to enter behavioral health within Alaska, or to augment their skills within their existing employment roles. The certificate focuses on building the paraprofessional workforce and offers students an avenue to begin their career in behavioral health practice. The focus on preparing a paraprofessional workforce is a distinctive aim within the UA system. It strengthened the university's application to the Health Resources and Services Administration (HRSA), the aim of which is the development of a paraprofessional workforce in behavioral health within Alaska. The UAA Department of Psychology offers a minor in children's mental health. This is not a certificate but an actual academic minor. The programs differ substantially in their workforce aims.

The OEC in Conflict Resolution stands alone as a program with considerable distinction in intent, content, and delivery. This OEC incorporates experiential learning methods in which students use each class meeting for practicing a substantive conflict resolution, alternative dispute resolution, or family mediation skill. The instructor for the upper tier courses is an attorney who practices the methods they teach students. Although enrollment is sound in the program various community organizations value the content of the OEC. These include students who are working in case management, advocacy, and in Alaska Native contexts. The latter reflects the value of the OEC for those entities fostering membership development, such as Alaska Native tribal organizations.

Community partners value these OECs. Increasingly the Department of Human Services is collaborating for innovative delivery with multiple entities including the Anchorage School District and the Cook Inlet Tribal Council. Both OECs are available to students across the UAA campuses.

8. Assess the strengths of your program and propose one or two action steps to address areas that need improvement. (3500 characters or less)

The Department of Human Services has brought the revitalization of the two OECs into its overall approach to that task. We have taken five significant steps to increase the relevance of academic programs to Alaska including Southcentral Alaska. These involve an overall effort to improve enrollment in courses, and increase the number of human service majors. The program has strengthened its fulfillment of accreditation standards making it the only accredited program in human services within the State of Alaska. In addition, to reduce course redundancy within the UAA system and eliminate multiple sections of courses with low enrollments across community campuses, the department has undertaken the following:

1. Unified the curriculum across the Anchorage, Mat Su, Kenai, and Homer campuses offering one section of each course and two sections when there are substantial enrollments in particular courses.
2. Positioned faculty in human services at each campus who teach within the scope of their expertise. Those faculty offer courses on a hybrid design, teaching students coming to their particular campus and delivering content to students who enroll at a distance.
3. Creating a unified faculty within Human Services that now stretches across all campuses of the UAA system with the exception of Kodiak and Valdez.
4. Reducing redundancy across the curriculum ensuring that each course has a specific scope of content.
5. Sharpening the distinctions between 100, 200, 300, and 400 courses and setting expectations for content and requirements at each course level.
6. Incorporating both OECs (as well as others) as micro credentials at the 200 level so students can coordinate OEC completion with their completion of degree programs.
7. Offering OEC content in the summers so that students can complete their certificates more quickly.

These efforts at revitalization are enabling the department to build its curriculum. We are witnessing increases in enrollment across courses. We are resolving two serious issues that stand as an impediment to student completion of the OECs. One involves tracking students in course completion if they have not formally enrolled in OEC courses. A second one involves the application process at the university level. We are resolving both issues in partnership with the university. We are also using university tracking systems to facilitate oversight of student course completion.

Two other improvement foci involve:

1. Increasing the scope of marketing of the OECs to foster higher levels of enrollment and to position students for matriculating into their degree programs. We are moving forward with marketing efforts, particularly through the involvement of the department's Advisory Council.
2. Advancing funding for tuition for students. We have achieved this aim through funding of the OEC in Children's Behavioral Health using Health Resources and Services Administration funding. We are looking to increase tuition funding for students entering both OECs.

After completing the Program Section above, the program review committee chair should enter their name, date, and email this form to the dean, copying the committee members. If the program is fully delivered on a community campus, copy the appropriate community campus director(s).

Committee chair first name last name: Seta Kabranian-Melkonian

Date: 2/28/2023

END OF PROGRAM SECTION

DEAN SECTION (Due on April 1)

If the program is fully delivered on one or more community campus, the dean should consult with the director(s) of the campus. After completing the Dean Section below and entering their name, the dean should email this form to the committee, and to uaa.ooo@alaska.edu. If the program is delivered on a community campus, copy the appropriate community campus director(s). The program has one week to provide an optional response to the Dean Section using the Program Optional Response Section of this form.

1. Evaluation of Progress on Previous Recommendations

For each recommendation from the last program review, indicate if the recommendation has been met or has not been met and provide commendations and guidance as appropriate. (2000 characters or less for each recommendation)

Recommendation 1: Increase course enrollments in all program options. Recommendation has been met.

The Department of Human Services has presented evidence of increasing course enrollments in the OEC in Children's Behavioral Health. Increases in course enrollments are visible in HUMS 200, 205, 206, and 207. Increases are especially evident in HUMS 200, the base course of the certificate, and HUMS 207. I am concerned about the enrollment levels for HUMS 205 and 206. These courses can benefit from further marketing by the department, especially to community organizations across Southcentral Alaska addressing the needs of children and families. Enrollment in these courses by HRSA-funded paraprofessional trainees will increase the enrollment of all courses composing the OEC in Children's Behavioral Health.

There is some evidence for increased enrollments of students in the four courses composing the OEC in Conflict Resolution. However, the growth in enrollments for these courses is not as strong as those in the OEC in Children's Behavioral Health. The enrollments for the Conflict Resolution

certificate involve primarily students from the Department of Human Services. The department needs to recruit students from the following: (1) students in disciplines outside of Human Services, (2) employees of community agencies, and (3) interested students enrolled in dual credit who could benefit from the content the OEC in Conflict Resolution offers.

Recommendation 2: Increase revenue through professional development opportunities to revive the certificate program options or revise the certificates to better meet student demand and industry needs. Recommendation has been met.

The revenue generated by the OEC in Children's Behavioral Health is growing and has considerable potential for growing at a higher rate. The Department of Human Services has brought all four courses into the 200 level, making them appropriate for lower and upper division students, typically BHS students. The growth of revenue is contingent on the number of students entering the AAS program. Students who enroll in the AAS are likely to enroll in at least HUMS 200 and HUMS 207, which makes completion of the certificate easier with only two more courses needed to complete the OEC. In the meantime, the Department of Human Services will continue its strategy of developing external funding applications to foster workforce development strategies that incorporate this OEC.

This strategy is less promising for generating revenue by the OEC in Conflict Resolution. The latter can generate substantial revenue if the department is able to recruit students from outside of Human Services and advance interest in the certificate by members of human services agencies across the Southcentral region. This has not substantively occurred to date, however.

There is evidence that revenue is growing for both OECs, though the revenue potential is much higher than what they now demonstrate. Enrolling trainees (versus traditional students) is dependent on externally funded workforce development projects that support tuition for students enrolling in the OECs. For example, the OEC in Children's Behavioral Health has the potential to generate a net \$43,000 annually over the next three years. The project assumes steady enrollment by those trainees who receive funding by STEP and HRSA. Presently, the revenue picture for the OEC in Conflict Resolution is less optimistic since it does not have dedicated external funding.

Provide your analysis of #2-8 below, based on the data provided and the program's responses above.

2. Centrality of the Program. (1750 characters or less)

Both OECs are consistent with the workforce development aims of the university. The OEC in Children's Behavioral Health aligns more clearly with the behavioral health workforce needs in the State of Alaska. This is not to say that the OEC in Conflict Resolution is unimportant. The centrality of the OEC in Conflict Resolution is its alignment with alternative systems of justice within Alaska, including therapeutic or wellness courts, restorative justice efforts, and community mediation programs. The centrality of this OEC in Conflict Resolution can increase through external funding efforts. At this time, the OEC in Children's Behavioral Health has strong centrality while the centrality of the OEC in Conflict Resolution is moderate.

3. Program Quality and Improvement (1750 characters or less)

The department has reworked its OECs to standardize them at 12 credits, making them more achievable to students in terms of obtaining what often times is a first postsecondary academic credential. Courses within the two OECs have been positioned at the 200 level to make them part of the AAS degree program. The department has shown ingenuity in offering four pathways so students can easily enroll and complete an OEC independent of their formal enrollment in an academic degree program. The HUMS Advisory Board reports that students entering the workforce are job-ready in foundational skills of human service practice. This trend has held for several years.

Students enrolled in the HRSA Paraprofessional program can access all courses of the Children's Behavioral Health OEC in any semester thereby shortening time to earning a certificate. In addition, those HRSA funded students who face learning challenges can easily access support from a Student Navigator who helps them troubleshoot and resolve issues they may face in admissions, enrollment, and course completion. Students also receive advisement in applying their OEC credit in Children's Behavioral Health to a degree program.

4. Student Success and the Closing of Equity Gaps (1750 characters or less)

Though course pass rates are strong for both OECs (with the exception of white students), the pass rates were slightly lower during the pandemic years of 2021-2022. The numbers of students by ethnic or racial groups are somewhat small, making it challenging to reach definitive conclusions. Given the diversity the department has sought in student backgrounds and qualities, students enter at varying levels of previous academic success. Notably, given the diversity in HUMS students, many enter the department with considerable work experience and lived experience. To honor this experience, students can now demonstrate learning competencies in nontraditional ways such as using multi-media products (in lieu of formal academic writing) and using electronic portfolios. This diversification of evidence of learning helps students to position themselves for success. I am hopeful that this diversification will attract students from many diverse backgrounds. Equity gaps exist for Alaska Native and for older students. These two equity gaps are of concern and are a recruitment priority for the Department of Human Services.

5. Demand (1750 characters or less)

Statewide demand for human services graduates is strong; though, as with many of our COH programs - the programs are not keeping pace with this demand. Both OECs offer students opportunities to strengthen their workforce skills as they prepare for longer-range careers in human services. There is some evidence that students matriculate from the OECs into the AAS program (roughly one-quarter). I would like to see the program increase enrollment to meet the job demand. Specifically, the human services program needs to increase the number of students entering the two OECs and then matriculating into academic degree programs.

6. Productivity and Efficiency (1750 characters or less)

The Department of Human Services is a productive unit. Student credit hours generated by full-time equivalent faculty members rebounded from 265.55 in AY18 (pre-pandemic), down to 208 in AY21, and up to a five year high of 273.69 in AY22. What aided the rebound was program investment in an active enrollment management program. Ratios of students per full-time faculty member reached

9.12 in AY22, up from 6.93 in AY21. Still the department needs to catch up with overall statewide demand for human services professionals - an important challenge I want the UAA Human Services Program to continue to work toward. The metrics for five-year certificate completion are quite low. The faculty believe that this is due to an undercount since there is not a good system in place to follow students through completion of certificates. As part of its assessment program, the department will create a tracking system to accurate record this metric.

7. Duplication and Distinctiveness (1750 characters or less)

Both OECs are unique within the UA system. They offer a distinctive pathway into human service careers and synergize with degree programs. The OEC in Children's Behavioral Health prepares students or trainees for entry into careers working with families and children, which also link to child welfare systems, schools, community agencies, and courts. The OEC in Conflict Resolution may be one of the most distinctive certificate programs in the university since it equips students with foundational skills in group life, institutional responsiveness to people in need, and dispute resolution and mediation skill sets. Both OECs address family functioning and well-being.

The UAA Department of Psychology offers a minor in children's mental health. This is not a certificate but an actual academic minor. The programs differ substantially in their workforce aims, both supporting their clear differences between behavioral (OECs) and mental (Psych) health. The focus on preparing a paraprofessional workforce is a distinctive aim within the UA system, which strengthened the university's application to the Health Resources and Services Administration (HRSA) grant.

8. Strengths and Ideas for Moving Forward (1750 characters or less)

I concur with the efforts the Department of Human Services is undertaking to advance enrollment, align the OECs with the workforce needs of Alaska, and expand courses across Southcentral Alaska in an efficient way. These efforts form a portfolio of strong and relevant practices. The rebound from a significant drop in enrollment over the pandemic years is impressive. Clearly the OEC in Children's Behavioral Health is thriving more so than the OEC in Conflict Resolution. Moving forward, I encourage the department to set an enrollment goal (numbers and date by which to reach those numbers) for the OEC in Conflict Resolution, to determine its sustainability.

Dean's Final Evaluation

I commend the program for: (number and list the specific commendations in the narrative box, 1500 character limit)

- a. Unifying the curriculum across multiple campuses within Southcentral Alaska.
- b. Using hybrid approaches to instruction.
- c. Aligning OECs to both lower and upper division programs (AAS, BS).
- d. Offering all four Children's Behavioral Health courses simultaneously within one semester to offer students or trainees flexibility in enrollment and time for completion of certificate requirements.

6/27/2022

I recommend that the program: (number and list the specific recommendations in the narrative box, 1500 character limit)

- a. Continue efforts to increase enrollment in both OECs.
- b. Advance funding for tuition support for students in both OECs.
- c. Develop markets for the OEC in Conflict Resolution.
- d. Involve members of the Advisory Council in ensuring the relevance of both OECs.
- e. Track students who enroll in OEC courses and facilitate their completion of all four courses composing each OEC.
- f. Continue to recruit OEC students toward the AAS and BS programs.
- g. Set enrollment goals for the OEC in Conflict Resolution to determine its sustainability over the coming two years.

Dean's overall recommendation to the provost: Continuation -- Program is successfully serving its students and meeting its mission and goals. No immediate changes necessary, other than regular, ongoing program improvements.

If an Interim Progress Report is proposed, recommended year: N/A

If a Follow-up Program Review is proposed, recommended year: N/A

Proposed next regular Program Review: AY2026

After completing the Dean Section above, the dean should enter their name, date, and email this form to the committee, and to uaa.oaa@alaska.edu. If the program is fully delivered on a community campus, copy the appropriate community campus director(s). The program has one week to provide an optional response to the Dean Section using the Program Optional Response Section below.

Dean first name last name: Debbie Craig

Date: 3/16/2023

END OF DEAN SECTION

PROGRAM OPTIONAL RESPONSE SECTION (Due within one week of receiving dean's review)

Programs have the option to submit to the provost a response to the dean's evaluation within one week of receiving the dean's review, using the narrative box below. Please indicate whether or not you will submit an optional response below.

6/27/2022

Are you submitting an optional response? If yes, add your response below, enter your name and date, and follow the guidance below for submission. If no, enter your name and date, and follow the guidance below for submission. Yes

Optional Response: (10,000 characters or less)

The Department of Human Services agrees with Dean Craig's recommendations. We will continue our efforts to increase enrollment in the two Occupational Endorsement Certificate programs and develop markets for the Conflict Resolution OEC. We will involve Human Services Advisory Council members in ensuring the relevance of both OECs. We will continue to track students who are enrolled in OEC courses and facilitate their completion of the four courses required for each OEC. We will recruit our OEC students into AAS and BS programs. We will set enrollment goals for the OEC in Conflict Resolution over the coming two years to determine its sustainability.

After completing this section, the form should be submitted to uaa.oaa@alaska.edu, with a copy to the dean. If the program is fully delivered on a community campus, copy the appropriate community campus director(s) as well.

Committee chair first name last name: Seta Kabranian-Melkonian

Date: 4/3/2023

END OF PROGRAM OPTIONAL RESPONSE SECTION

PROVOST SECTION (Due on August 1)

After completing, signing, and dating the Provost Section of this form, email the completed form to the program review committee and dean, with a copy to uaa.oaa@alaska.edu for posting. If the program is delivered on a community campus, copy the appropriate community campus director(s) as well.

Provost's commendations, additional or adjusted recommendations, if any, and other general comments (3000 characters or less):

I agree with the dean's commendations and recommendations.

As I did last year in the Program Review process, I am asking programs to think about how they put students first. This includes continuing to monitor any courses with high DFW rates and seeking out strategies for remediation as needed. It also includes continuing to think about what it means to embrace diversity and inclusivity on the course and program level and to demonstrate this in your particular program(s). This could be through the use of proven, high-impact practices at the program level, or through proven pedagogic strategies such as designing assignments using Transparency in Learning and Teaching (TILT). It can also be through implementing OER and ZTC materials, particularly where course materials can be more reflective of diverse perspectives, or by using the same materials across all sections of a course. Finally, I am asking that every program identify at least one opportunity for students to develop each of UAA's core competency within the program's curricular and/or co-curricular offerings.

6/27/2022

The next review will combine the OEC Children's Behavioral Health, the OEC Conflict Resolution, the OEC Diversity and Social Justice, the AAS Human Services, and the Bachelor of Human Services in a single review in AY25.

Provost's decision: Continuation -- Program is successfully serving its students and meeting its mission and goals. No immediate changes necessary, other than regular, ongoing program improvements.

Interim Progress Report year: N/A

Follow-up Program Review year: N/A

Next regular Program Review: AY2025

Provost's signature:



Date: 5/12/2023