

**2021 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 is moving 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 AY21 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."

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: 10/15/2021

Submitted by: Ken Hamrick, Academic Workforce Dir., kehamrick@alaska.edu

Program(s) covered in this report: Children's Behavioral Health OEC
(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)

College: College of Health

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

Specialized accrediting agency (if applicable): N/A

If explanation is necessary, such as only some of the certificates and degrees are covered by the specialized accreditation, briefly describe:

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 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.

- 1. Personal, Professional, and Community Responsibility: The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.**
 - o 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)**

All work in behavior change is a Team vs individual process . Each focus person should be an integral part of the planning process and consent to behavior change strategies. A global perspective that includes cultural respect and competency is essential to meeting

community expectations and standards in a meaningful way. Simply manipulating consequences to stop an undesirable behavior without teaching a desirable alternative skill is unacceptable. Teach new skills that work better.

- **Do you have an example that could be a model for the university of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency?** Yes No

If yes, please briefly describe. (500 characters or less)

The Prevent Teach Reinforce Behavior Rating Scale is a qualitative measurement tool for documenting initial progress in behavior change. Once acceptable progress is made it can then be used to teach the focus person self-evaluation and management strategies for the routine or skill. The ability to self manage is an incredibly helpful skill to develop for people with challenging behaviors and facilitates greater independence and inclusion in their chosen community and environments.

- **Do you have any ideas about where your program or the university might develop other intentionally designed opportunities for students to develop proficiency in this core competency?** Yes No

If yes, please briefly describe. (500 characters or less)

Another of our classes addresses trauma informed care for youth. Preparing students to understand, be able to assess, and develop trauma informed care plans for youth is desperately needed in Alaska. Trauma history influences the lives of most of the kids in our child welfare system in a negative way. Developing a well versed entry level workforce that is proficient in understanding and providing trauma informed care can have a huge positive impact on the lives of so many Alaskans.

PROGRAM STUDENT LEARNING OUTCOMES

2. Please list the Program Student Learning Outcomes your program assessed in AY21. 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.

Our OEC is a small program with only four classes and relatively small number of students so we assess all four Student Learning Outcomes each year.

1. Use knowledge of therapeutic techniques, child development and cultural responsiveness to interpret treatment plans in therapeutic settings for children and youth. - Met Faculty Expectations
2. Apply an array of strategies to support and shape behavior of children and youth with challenging behaviors. - Met Faculty Expectations
3. Abide by professional practices accepted in the field of children's behavioral health. - Met Faculty Expectations

4. Blend concepts and skills to develop Trauma-informed practices in children's behavioral health services. Met Faculty Expectations

3. Describe your assessment process in AY21 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)

There were a total of 49 (duplicated) enrollments in the four courses ranging from 8-16 students per class. A survey is sent to all students in the spring to elicit feedback from program participants with two additional reminder emails. This year, nine participants responded to the survey. The survey responses were generally good, and consistent with previous assessment survey results. Based on the results, there were no faculty suggestions for any changes in the assessment survey or methods.

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

79% (7/9) participants were satisfied with the training and technical assistance received; 88% (8/9) participants felt they could do their job better as a result of taking OECCBH; A pre-post questionnaire using a 1 - 5 likert scale is used to assess specific content areas. Communication & Relationships Pre= 3, Post= 4.6; Professionalism Pre=4.0 Post= 4.6; Planning Pre= 2.6, Post= 4.3; Family Support Pre= 3.3, Post= 4.6; Child Development Pre= 3.3 Post= 4.6; Attachment Separation & Trauma Pre= 3.0 Post= 4.6; Teaching Strategies & Services Pre= 2.6 Post= 4.3; Crisis Response Pre= 3.0 Post= 5.0; Suicide prevention Pre= 3.3, Post= 4.6; Physical & Medical Needs Pre=3.3 Post= 4.3; and Self-determination & advocacy Pre=3.0 Post= 4.6.

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)

Findings were consistent with previous assessments, and there were no suggested changes in the assessment process. The assessment plan is outdated and needs to be updated. There is only one staff member for the program, and two instructors. The program has been awarded a 5 year Strategic Investment Grant intended to expand the curriculum and make it more responsive to community and industry needs. Working with potential employers, offering scholarship support to students, moving toward using the program within a DOL Apprenticeship model are all strategies intended to improve participation in the program and address critical workforce needs. Updating the Assessment Plan in conjunction with the grant process will be necessary.

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 AY21.

If you checked "Other" above, please describe. (100 characters or less)

Pre-requisite requirements have been eased; advising for the program is primarily through HUMS.

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)

There have been more HUMS degree seeking students than in the past where the target student was a working direct service professional in need of additional training. The Strategic Investment Grant should help to bring those working students back into the program which will enrich the learning experience for all participants. The program has always been available statewide via distance delivery and will continue with that format. The past two years were more difficult due to Covid, not distance delivery issues. Several students contracted the virus and it affected their participation. There was more emotional stress within students. One student was referred to the UAA Care team for support.

STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS

Programs are not required to respond to question #8 below for their report due on October 15, 2021. Question #8 will be required for the next round and moving forward.

8. Respond to at least one of the following metrics. 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, the intentional use of high impact practices, proactive advising, course scheduling practices, etc. UAA is using the following two metrics in its cyclical Program Review process, as well as in its reaffirmation of accreditation process. These data are included in the most recent IR-Reports Program Review dashboard. Please review these data for your program, note any equity gaps, and describe steps you are taking or plan to take to close those gaps.

Metric	Definition	Rationale
JUNIOR GRADUATION RATE - BACCALAUREATE	The percentage of students who graduate with a bachelor's degree within four years of first reaching junior class status (60 credits). <i>Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.</i>	Junior graduation rate (after 60 credits) can reflect a department's success in helping students complete their degrees. Within their first 60 credits, students typically focus on completing GERs and often switch majors. Tracking how long it takes students to complete their degrees after 60 credits, when many students have likely committed to a specific major, can provide actionable information for departments.
COURSE PASS RATES BY COURSE LEVEL (Undergraduate lower-division, undergraduate upper-division, and graduate).	The percentage of students who receive a passing grade (A, B, C, P) for all undergraduate students and (A, B, P) for graduate 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. Included in the denominator for graduate level are the grades C, D, F, W, I, NP, NB. Discipline acts as a proxy for a program. <i>Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.</i>	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.

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 program was designed to improve the skills and abilities of employed Direct Service Professionals supporting youth with disabilities. Over time we have moved toward more HUMS degree seeking students and fewer employed DSPs. Many of our degree seeking students have used the HUMS degrees as a stepping stone toward pursuit of more advanced degrees. Several of our students have started as DSPs never taking a college class before and realized their own potential to academically succeed. We have several examples of graduates who have gone on to pursue advanced degrees in Social Work, Psychology, one student successfully completed programs to become a Board Certified Behavior Analyst (BCBA), and others have become Registered Behavior Techs

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? Is there a particular area the program should focus on? (750 characters or less)**
The Children's Behavioral Health OEC effectively promotes personal, professional, and community responsibility for direct service professionals and increasingly for students in Human Services. I commend the program for diversifying its student population. This provides an important opportunity for the program to grow. It is also an important opportunity for students to learn from each other. Assessment data clearly show that students are successfully achieving program student learning outcomes. I support the continued expansion of the program, and the revision of the assessment plan. I encourage the program to examine equity gaps in student success and address those gaps.
2. **Is there something the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, including the closing of equity gaps, that might serve as a model for other programs? If yes, please explain. You may skip this question. (750 characters or less)**



Academic Affairs
UNIVERSITY of ALASKA ANCHORAGE

3211 Providence Drive
Anchorage, AK 99508-4614
907.786.1050

Dean's signature: André B. Rosay

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