

2021 ANNUAL ACADEMIC ASSESSMENT REPORT FORM
(Due October 15 to the dean)**PROGRAM SECTION (Due to the dean on October 15)****Submission date:** 10/12/2021**Submitted by:** Hattie Harvey, PhD, Associate Professor, haharvey@alaska.edu**Program(s) covered in this report:** Children's Mental Health GC

If you selected "Other" above, please identify. (100 characters or less)

College: College of Arts and Sciences**Campuses where the program(s) is delivered:** ☒ Anchorage ☐ KOD ☐ KPC ☐ MSC ☐ PWSC**Specialized accrediting agency (if applicable):** Select Specialized Accrediting Agency or N/A.**If explanation is necessary, such as only some of the certificates and degrees are covered by the specialized accreditation, briefly describe:** N/A**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.

- **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)**

This certificate program provided me with specific knowledge and skills that I can apply when working with children in a variety of community settings. The flexibility to take courses in a specific area of interest was particularly beneficial for me to promote my professional goals. Having the opportunity to take interdisciplinary courses such as SWK/PSY 691 Systems of Care helped me understand other professional roles and how we can work collaboratively.

- **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)

Not at this time, see response below for future possibilities.

- **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)

Yes, a plan is in place to integrate a collaborative intervention case study assignment based on interdisciplinary competencies into PSY/SWK 620 in summer 2022 as well as a collaborative systems of care assignment in PSY/SWK 691 (summer 2022). Increasing opportunities for Community Engaged Student Assistants, field-based observations and professional interviews during coursework, and group reflections are all evidenced high-impact practices which could support development in this competency.

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.

- Demonstrate application of legal and ethical parameters across disciplines, Met faculty expectations
- Foster collaborative relationships with families using relationship-based, family-centered practices, Exceeded faculty expectations
- Identify and implement culturally-responsive methods of screening and assessment in

infant/early childhood and/or children's mental health, Exceeded faculty expectations

- Apply theoretical knowledge to choose and implement evidence-based, culturally-responsive interventions and methods of evaluation in infant/early childhood and/or children's mental health, Exceeded faculty expectation
- Describe systems of care and interprofessional practice related to children's mental health, Exceeded faculty expectation
- Engage in reflective practice within one's own discipline - Did Not Meet (not enough data)

****Note that the implementation of these Program SLO's began in Fall 2020 thus data are not yet collected on all SLOs for all enrolled students in the certificate program.**

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)

A substantially revised Assessment Plan was approved in Spring 2020 along with a catalog revision in Fall 2020, thus not all measures were collected for each enrolled student. The CMH Committee (comprised of faculty from School of Social Work and Psychology Dept) met in the summer 2021 to input and review assessment data. This included review of enrollment data. The data collection process included gathering and reviewing: 1) Pre- post program self-assessment survey data [comparison of means], 2) course grades for two select CMH courses [descriptive stats], 3) grades on three assignments [descriptive stats], and 4) an exit Qualtrics survey [descriptive stats and qualitative analysis], of which all align to the SLO's.

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

AY2020-2021 total graduates (n=2); total new admissions (n=13). Results for the two graduates show that on the pre-assessment (5-point scale) the means across the 6 SLOs ranged from 2.5 - 3.5, and on the post assessment (same scale) the means ranged from 4.5 - 5.0, indicating an increase in competencies across all areas with the lowest in SLO #6. This is not surprising given those students did not take PSY 620 where SLO #6 is explicitly integrated. Grades across CMH elective courses had a mean of 4.0, grades on competency-based assessment exam were not available (graduates completed prior to summer 2021 implementation of this exam); and grades on two specific assignments show exceeding expectations across all criteria.

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)

The revised curriculum changes and Academic Assessment Plan were implemented in Fall 2020 thus

the program is only beginning to see the impact of this change. At this time there are no significant recommendations for program changes. It appears based on pre-assessment data (n=13) that the mean across the 6 SLOs is similar to the graduates with a range of 1.5 - 3, with the lowest ratings on SLO #3 and #6. To support continued data collection, it is recommended that during AY21 faculty for the three core courses outline alignment of SLOs with course assignments using a backward design model to ensure explicit scaffolding throughout the short certificate program.

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)

Additional recruitment methods (e.g., website revision, brochure, marketing video).

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)

Anecdotally, the change in the curriculum and offerings along with explicit advertising and community outreach has increased student enrollment. Consistent advising by the program coordinator, again anecdotally, has likely increased retention. As more graduate, Exit survey data will be pertinent to identifying factors that supported success. Based on the above noted data of meeting or exceeding expectations on SLOs and program enrollment increases the improvements in both curriculum and assessment plan revisions show promising results.

8. 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.
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)*

Not at this time.

DEAN SECTION (Due to the program on January 15)

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?

The Department is strongly encouraged to focus on recruitment efforts to get information out about the program in order to attract students and meet the needs of the state.

It is recommended that all programs review their Program Assessment Plan to ensure clear inclusion of the new UAA Core Competencies and in particular to address the closing of any equity gaps in the program.

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)*

The recent curricular changes resulting in a redesign of the Certificate are a positive.

Dean's signature: *Jenny McNulty*

Date: December 14, 2021