

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: 10/12/2021

Submitted by: Hattie Harvey, PhD, Associate Professor, haharvey@alaska.edu

Program(s) covered in this report: Children's Mental Health GC
(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 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.

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)**

Not at this time.

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_ooo@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?**

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