UAA Academic Affairs
UNIVERSITY of ALASKA ANCHORAGE

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: 10/18/2021

Submitted by: Yvonne Chase, Associate Professor, ymchase@alaska.edu

Program(s) covered in this report: Human Services AAS/BHS and Conflict Resolution 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): Council for Standards in Human Service Education
   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)*
      I expect students to say that the AAS courses provide a knowledge base with 300 and 400 level core courses adding breadth and depth to this foundation, including courses focused on substance abuse disorders. While all HUMS courses include personal and

professional responsibility, HUMS A412 Ethics emphasizes this focus. Three practicum placements provide students with opportunities to develop these skills while working with diverse client populations in a professional agency setting.

- o **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 practicum sequence utilizes e-Portfolio allowing students to build a professional roadmap to develop competencies that enhance self-worth while showcasing knowledge and experiences gained. In addition to a deepening of the helping process within agency organizations, students gain insight in understanding how providing services within an organizational context is connected to the planning and implementation process with projects assigned to them in the AAS and BHS programs.

- o **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)*
  Selected Special Topics courses (390, 490) offer community engagement through conferences that provide students an opportunity to learn directly from practitioners working in related organizations. The OEC in Conflict Resolution provides role playing methods for building upon mediation strategies that enhance these competencies. The Writing Lab enhances communication, writing, documentation and planning and design skills.

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.
   AAS Program Student Learning Outcomes
   • Apply the skills and competencies necessary to assess clients' individual needs: develop and implement a plan of action. Exceeded faculty expectations295A and B
   • Apply knowledge to working in community-based human services organizations. Met faculty expectations (295 a and 295B)
   -Engage in reflectiv learning using eportfolio. Met faculty expectations in 295a and 295b
   BHS Program Student Learning Outcomes
   • Apply the National Organization for Human Services (NOHS) Standards for Ethical Behavior to

their professional work. Exceeded faculty expectations (412 and 464)
• Demonstrate skills in research design, data collection, and analysis. Met faculty expectations (420 / 496)
OEC / Program Student Learning Outcomes
• Understand the nature of conflict through theory and collaborative practices. Met faculty expectations 333/334
• Demonstrate enhanced communication skills and interpersonal skills to include negotiation. Exceeded faculty expectations
• Incorporate conflict management skills in human service practice. 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)*
Assessment uses direct measures, such as assignments, implicit measures of student evaluation of learning, and assessments offered by faculty, practicum instructors, and students themselves. The department's accreditation requires student learning outcomes that cut across four areas: (1) knowledge acquisition, (2) skill development, (3) writing/self expression, and (4) ethics. Interpretation of data occurs in faculty forums and within advisory board meetings. In AY 21, the department undertook assessment with 50 community key informants to identify competencies the current employment market requires. These competencies factor into curriculum planning in preparation for the department's next accreditation cycle.

4. **What are the findings and what do they tell the faculty about student learning in your program?** *(750 characters or less)*
Many of the students matriculating into the program are nontraditional ones. They tend to be older than the age of the university's typical student and, as a result, they often times have a gap between when they graduated from secondary school and the time when they enter their undergraduate work. Students likely bring considerable life experience that they can apply to their academic work. What we have learned is that the advisement process within the department is pivotal in helping students achieve success. Assessment findings indicate the need for enhanced advisement for success in human services careers, which helps students combine their life experience and academic work as strengths for persistence.

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)*
Reflection on the findings, and their utilization, fall within the purview of students, faculty, and advisory council members. Those that stand out for the period of assessment involve:

1. Vigilance by the faculty in overseeing student persistence, and in fostering student success, especially for those students who face numerous barriers in moving forward in their education.
2. Establishment of credit for prior learning in the practicum component.
3. Enhanced advisement linking students to existing OECs.
4. Emphasis on career opportunities for students through practicum.
5. Inclusion of high impact learning methods, including eportfolios that are now introduced to students early in their academic careers.

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)*

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)***
Prerequisite courses that increased credit requirements were eliminated offering non-degree seeking students OEC enrollment opportunities. Reduced practicum course prerequisites allowing timely student eligibility. A Catalog revision, requiring a C or better was implemented for all courses to improve competencies. E-Portfolio implementation assessing competency development provides program clarity for student's progression. Advising changes including the practicum instructor enhance practicum retention and readiness. A 4-yr course sequence plan was piloted offering program transparency. A practicum cohort model creates student success advantages. Admitting all

student levels into the BHS program increase enrollment and financial aid options

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). *Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.*	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. *Data source: RPTP*	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

Metric	Definition	Rationale
	end-of-term freeze files. *Disaggregate as per accreditation.*	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)*

    HUMS graduates have been accepted into graduate programs for vocational rehabilitation, social work, education, and counseling. Graduation from the HUMS programs offer high levels of career acceptance and employability due to student's familiarity of practicing within community agencies while completing their practicum. Virtually all HUMS graduates have either been offered employment in a field or related field or been accepted for graduate studies. Employments are often offered by our practicum agency sites.

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 Human Services AAS/BHS and Conflict Resolution OEC instill personal, professional, and community responsibility in both curricular and co-curricular activities. These activities (particularly the practicum sequence) have a strong connection to the mission of the program and its student learning outcomes. I support the program in its efforts to enhance student advisement, include high impact teaching practices, and provide credit for prior learning. I commend the program for conducting a detailed assessment with community key informants and using results to update curriculum. Future assessments should examine the impact of these changes. I also 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)*

The program is revising its student learning outcomes, and the assessment plan should be updated to incorporate these changes.

Dean's signature: *André B. Rosay*

Date: 1/6/2022