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: Kathi Trawver, Ph.D., LMSW, BSW Program Coordinator, krtrawver@alaska.edu

Program(s) covered in this report: Social Work BSW
(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 on Social Work Education
   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.**
      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)*
      Students would report that development and demonstration of personal, professional, and community responsibility is articulated in the program mission, embedded across the program and its SLOs, and in the SLOs of each BSW course. More specifically,

students would describe the numerous opporunties they had to develop, reflect, and demonstrate this competency through particpation in course-based service learning opportunities, simulations, field practicum, and faculty community-based research.

- 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)*
  Yes. In SWK A423 Cultural Diversity and Community Service Learning (also a social science GER) students engage with a designated community parnter organization as part of a 20 hour service learning component. Further, in SWK A331, SW Practice with Organizations and Communities, students develop knowledge and skills in working collabortively with communities and organzionations. Also, all BSW students complete a two-semester practicum in a community-based organization.

- 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)*
  Currently, most of our service learning intiatives are either individually faculty-, course-, or research-based. The BSW program should consider identification of a community and program priority area of focus and develop a program wide opportunity to engage all of its students and faculty as a collaborative development endeavor.

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.
   The UAA BSW program assessed the following student learning outcomes in AY21 using two different direct measures. Using one measure of 100% of graduating students, students exceeded faculty expecatation across all SLOs. Using the second measure that inlcuded 43% of the students, results did not meet faculty expectations, resulting in an average across all SLOs of meeting faculty expectations with limitations.

   - Demonstrate ethical and professional behavior - Met faculty expectations
   - Engage diversity and difference in practice - Met faculty expectations
   - Advance human rights and social, economic, and environmental justice - Met faculty expectations
   - Engage in practice-informed research and research-informed practice - Met faculty expectations
   - Engage in policy practice - Met faculty expectations

- Engage with individuals, families, groups, organizations, and communities - Met faculty expectations
- Assess individuals, families, groups, organizations, and communities - Met faculty expectations
- Intervene with individuals, families, groups, organizations, and communities - Met faculty expectations
- Evaluate practice with individuals, families, groups, organizations, and communities - 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)*
The BSW program annual assessment process includes evaluation of the 1) implicit curriculum and all program SLOs at senior exit using two direct measures (i.e., national exam and field supervisor evaluation) and 2) implicit curriculum at the end of students Jr. and Sr. years using focus groups and an e-survey to collect information about the program's learning environment (End of Spring Semester 2021). In AY21, data was collected by the BSW Program Coordinator (PC) and BSW Field Coordinator and analyzed and reported by the (PC). A full assessment report and this survey was presented to the full social work faculty October 14, 2021 for review, discussion, and development of a data-driven workplan.

4. **What are the findings and what do they tell the faculty about student learning in your program?** *(750 characters or less)*
Assessing the BSW implicit curriclum showed improved learning across all SLOs in observed practice. The year's most notable improvements were seen in SLOs related diversity and research, which have both been areas identified for needed improvement in previous assessment cycles. However, in a national standardized test (ACAT-SW) of seniors (43%), all SLOs fell below national average. The implicit curriculm assessment results strongly highlighted the deep and broad appreciation for faculty responsiveness and flexibility in support of their learning duirng COVID-19 and the need for the program to continue enhance and communicate its commitmtnet to building equity, inclusion, and anti-racist/anti-oppression througout the BSW program.

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)*
During AY20/21 several changes were made in response to AY19/20 assessment data. First, we revisioned and revised the MSW program mission, removed unnecessary course prerequisites/corequistes, changed course sequencing, increased contact/listening sessions with studnets, and increased the diversity of the faculty. Continued program, curriculum, and assessment

revisions related to the new 2022 CSWE Educational Policy and Accreditation Standards, continued support for faculty to more fully integrate anti-racism, diversity, equity, and inclusion into all courses, and increasing student voice into program changes are recommended and forthcoming.

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)*

    In AY20/21, social work faculty made anti-racist/anti-oppressive social work practice a focus of faculty development and program revisionsing, including development of a new program mission. This seems to be reflected in improved data resulting from the assessment of both the explicit and implicit curriclums. Further, placing strong, full-time faculty into courses that covered previosly lower perfoming SLOs has also resulted in improved scores and student satisfaction. Further, this year the BSW program has had a 47% increase in students enrolled in our junior courses.

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 end-of-term freeze files. Disaggregate as per accreditation.*	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)*
In both AY19/20 and AY20/21, we had BSW students selected for the presitgious national Udall Foundation Scholarship award. Further, to our knowledge, all of our graduating seniors from AY20/21 are either working in the field or attending graduate school.

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 Social Work BSW promotes the development of personal, professional, and community responsibility in its mission and outcomes. High impact teaching practices are also used to develop this core competency. The program implemented a comprehensive assessment strategy that examined both the implicit and explicit curriculum. Results showed that students achieved all student learning outcomes (despite falling below national averages on the national standardized test). Students demonstrated important gains in diversity and research (areas that had been previously identified as needing improvement). I thank the program for its continued commitment to assessment and improvement.

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)*
In preparation for next year's assessment report, I encourage the program to examine equity gaps in student success and address those gaps.

Dean's signature: _André B. Rosay_ **Date:** 1/6/2022