

**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](mailto:uaa.oaa@alaska.edu)).

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**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:** Mary Dallas Allen, PhD, MSW, MSW Program Coordinator, mdallen7@alaska.edu

**Program(s) covered in this report:** Social Work MSW

*(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:**

### **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)**

UAA MSW students would say that they develop and demonstrate proficiency in this core competency in the leadership capstone project (SWK A634 and A635) in which they identify a community need and develop and implement a social work change approach

to address the need. This project requires students to apply all ten social work education competencies, including ethical and professional behavior and engaging, assessing, and intervening with communities within the context of Alaska.

- **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 leadership capstone project, described above, might be an assignment that showcases student learning in this core competency.

- **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)**

The MSW program and the university can continue to support community engaged activities, projects, and research for students and faculty. The Center for Community Engagement and Learning is central to these efforts.

## 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 MSW program assessed nine student learning outcomes (social work competencies) in the generalist curriculum (first year of the MSW program) and ten student learning outcomes (social work competencies) in the advanced generalist curriculum (second year of the MSW program), which is a requirement for CSWE accreditation. Student learning outcomes were measured using two direct measures of competence in both the generalist and advanced generalist curriculum.

Generalist competencies:

- Demonstrate ethical and professional behavior - Exceeded faculty expectations
- Engage diversity and difference in practice - Exceeded faculty expectations
- Advance human rights and social and economic justice - Met faculty expectations
- Engage in practice-informed research and research-informed practice - Did not meet faculty expectations
- Engage in policy practice - Met faculty expectations
- Engage with individuals, families, groups, organizations, and communities - Met faculty expectations
- Assess with individuals, families, groups, organizations, and communities - Exceeded faculty expectations

- Intervene with individuals, families, groups, organizations, and communities - Exceeded faculty expectations
- Evaluate practice with individuals, families, groups, organizations, and communities - Met faculty expectations

Advanced Generalist competencies:

- Demonstrate ethical and professional behavior - Exceeded faculty expectations
- Engage diversity and difference in practice - Exceeded faculty expectations
- Advance human rights and social and economic justice - Exceeded faculty expectations
- Engage in practice-informed research and research-informed practice - Exceeded faculty expectations
- Engage in policy practice - Met faculty expectations
- Engage with individuals, families, groups, organizations, and communities - Exceeded faculty expectations
- Assess with individuals, families, groups, organizations, and communities - Exceeded faculty expectations
- Intervene with individuals, families, groups, organizations, and communities - Exceeded faculty expectations
- Evaluate practice with individuals, families, groups, organizations, and communities - Met faculty expectations
- Context of social work practice in AK - Exceeded 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 MSW program assesses nine student learning outcomes (SWK competencies) in the generalist curriculum and ten in the advanced generalist curriculum. The MSW program also assesses the implicit curriculum, which is the learning environment provided by the program and includes diversity, student development, student participation, and advising, retention, and termination. Fifteen generalist MSW students and 27 advanced generalist MSW students were assessed in AY21. Assessment data was collected at the end of spring semester 2021 and analyzed in fall 2021. The assessment report was presented to the MSW program committee (October 7) and the full social work faculty (October 14) for review and discussion and to identify areas for improvement

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

The MSW generalist curriculum assessment identified strengths in four curricular areas: ethical and professional behavior; diversity and difference in practice; assessing and intervening with individuals, families, groups, organizations and communities. It identified practice-informed research and research-informed practice as an area for improvement, but in the qualitative exit interview students reported the course helped them to understand the connection between

research and practice. The advanced generalist students demonstrated competence in all ten advanced generalist competency areas. In the implicit curriculum, generalist students reported improvements in diversity, student development, and advising, retention, and termination.

- 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 MSW program has implemented a few changes for AY22 based on AY21, and the faculty have made additional recommendations. The implemented changes include revising the MSW program mission, removing unnecessary course prerequisites, revising course names, changing SWK 642 to fall semester and 643 to spring semester, reinvigorating the MSW student coalition, and implementing MSW program coordinator office hours to support faculty. Additional faculty recommendations include: continued curriculum revisions to reflect the new 2022 CSWE Educational Policy and Accreditation Standards; continued support for faculty to integrate anti-racism, diversity, equity, and inclusion into all courses; continue to create advanced practice graduate electives.

#### 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, the UAA School of Social Work faculty made anti-racism social work practice a focus of faculty development, and the outcomes are reflected in the generalist student SWEAP assessment scores for "Engage diversity and difference in practice," which were the highest that they have been in the past five years, and 100% of the students met or exceeded competency in this area. The MSW program has also worked to improve advising, which has improved retention (only one student withdrew from the program in AY21) and students' report of advising meeting their professional and academic needs. In AY21, the MSW field coordinator made substantial changes to the field program, which improved students' reports of satisfaction with field education.

### 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	The percentage of students who receive a passing grade (A, B, C, P)	Low pass rates are one critical way to identify courses that are barriers

Metric	Definition	Rationale
(Undergraduate lower-division, undergraduate upper-division, and graduate).	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>	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 2020, seven of the eight (88%) UAA graduates who took the Licensed Master Social Worker exam for the first time passed the exam, and all 11 (100%) UAA graduates who took the Licensed Clinical Social Worker exam for the first time passed it.

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**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](mailto: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 MSW provides students the opportunity to develop personal, professional, and community responsibility in the leadership capstone project courses. The program assessed 19 student learning outcomes, and student performance met or exceeded faculty expectations for 18 of those 19 outcomes (all except engaging in practice-informed research and research-informed

practice). In addition, the program assessed the implicit curriculum. The program identified important recommendations, but it is not clear how these will improve students' engagement in practice-informed research and research-informed practice. I support the program's effort to update curriculum to reflect new education standards.

- 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)**

Faculty development efforts focused on anti-racism social work practice, and assessments results showed large increases in student achievement. I congratulate the faculty for this important accomplishment. I also thank the faculty for their continued commitment to assessment and improvement. In preparation for next year's assessment report, I encourage the faculty to examine equity gaps in student success and address those gaps.

Dean's signature:

André B. Rosay

Date: 1/6/2022