

2022 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 moved 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 AY22 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."

Note: To ensure the fillable fields function correctly, the form must be completed in Microsoft Word. It will not function properly in Google Docs. Programs that wish to record collaborative discussion of the report might consider creating a separate document to take notes, before entering final responses in the official fillable form.

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: 9/30/2022

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): 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 is phasing in the integration of the core competencies into ongoing processes, including program student learning outcomes assessment. Personal, Professional, and Community Responsibility (PPCR) was integrated into the AY21 Annual Academic Assessment Report. The AY22 Annual Academic Assessment Report now also integrates Effective Communication.

Question #1 below is designed to engage program faculty in thinking about how they can or already do promote student learning in these two core competencies.

1. **A. *Personal, Professional, and Community Responsibility: The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.***
 - **If last year you provided your program's current or planned example of an intentionally designed course, assignment, or activity that develops and showcases the student learning in this core competency, please discuss that implementation and any observations you have regarding how well it is working. (500 characters or less)**

A group assignment was added to PSY/SWK 620 which included a learning objective aimed to increase professional collaboration across disciplines. Students from different disciplines (Social work, psychology, public health, education) were paired together to create evidence-based intervention guides. A learning module about diversity, inclusion and equity and reflecting on implicit bias was also added to PSY/SWK 620 and the majority (>95%, n=12) demonstrated success on the reflection assignment.
 - **If last year you *did not* identify a current or planned example of an intentionally designed course, assignment, or activity that provides students the opportunity to develop and showcase this core competency, please identify one now. (500 characters or less)**

In addition, one of the GC courses, PSY/SWK 620: Infant and Early Childhood Mental Health, students are required to conduct a family interview and assessment with a family who has a young child. One of the learning objectives is to apply and reflect on the Diversity-Informed Tenets for Working With Infants, Children and Families, which reflects this core competency. Students have to reflect on biases to build self-awareness and on ways in which they honor and promote diverse family structures.
- B. *Effective Communication: The knowledge and skills necessary to engage in effective communication in diverse contexts and formats.***
 - **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)**

The certificate program provided me with numerous opportunities to practice and demonstrate a variety of communication skills needed within my professional discipline. I am now equipped to effectively communicate with families, colleagues, and students while recognizing the power of language and being able to reflect on how my communication approach impacts those with whom I work.
 - **Provide your program's current or planned example(s) of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency. (500 characters or less)**

One example of an assignment that addresses effective communication is a group assignment to communicate to other professionals a quick guide of evidence-based interventions for

infant and early childhood mental health. These guides also required students to design accessible documents, an important component of effective communication.

PROGRAM STUDENT LEARNING OUTCOMES

2. Please list the Program Student Learning Outcomes your program assessed in AY22. 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 - Met Expectations

3. Describe your assessment process in AY22 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 data collection process included gathering and reviewing: 1) enrollment data, 2) Pre-post program self-assessment survey data [comparison of means], 3) course grades for two select CMH courses [descriptive stats], 4) grades on three assignments [descriptive stats], and 5) an exit Qualtrics survey [descriptive stats and qualitative analysis], of which all align to the SLO's. The data were reviewed with the CMH committee (comprised of social work, psychology) in September 2022 given that the majority of the coursework for the GC occurs in the summer. In addition, the program coordinator had a conversation with the AK Mental Health Trust Authority in July to gain feedback on our program and discuss community needs.

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

The program had an increase in graduation rates (n=5 from prior year of n=2), and a similar rate of new admissions in AY22 (n=11) showing consistency in growth. Of the 5 graduates, 4 completed the post- assessment resulting in a mean improvement on the pre-post self-assessment data from 2.5 to

4.5. In comparison to the prior year, a mean improvement on SLO#6 was shown as was expected. Grades across the CMH elective courses had a mean of 4.0 and grades on the two specific assignments associated with SLOs exceeded faculty expectations. Another finding is related to course rotation with one of the core courses only offered every other summer. This results in needing independent studies to complete the program and may need considered.

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)**
- AY22 was the first year we were able to fully gather data using the revised assessment plan. We will continue to do so and do not see any revisions to the Program Student Learning Outcomes at this time. The committee has discussed the possibility of reducing Program SLOs and ways in which we can gather more data from the elective courses other than grades; however the goal of having 2 elective courses contributes to the individual design of the graduate certificate so that students may have a special focus on areas of relevance to their professional goals.

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 AY22.

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)

This was the first full cycle in which we were able to gather data using our updated assessment plan thus we did not implement any significant new changes this past year. The only change was the adaptation of two course assignments to increase professional collaboration across disciplines and provide more opportunities to engage in reflective practice.

STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS

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 across sets of courses, the intentional use of high-impact practices, proactive advising, course scheduling practices, etc.

UAA has selected the below metrics as student success metrics for accreditation.

In response to faculty questions and concerns about reporting on these data without more discussion and training, we will spend AY23 exploring together what equity data are and are not, how they can be used responsibly, and what programs can do to close equity gaps in student achievement on the below metrics, as well as to improve overall student achievement on them. UAA has a team participating in the NWCCU Data Equity Fellowship, and that team will help to guide these conversations.

8. PROGRAMS ARE NOT REQUIRED TO RESPOND TO QUESTION #8 FOR THEIR REPORT DUE ON OCTOBER 15, 2022. IT IS HERE JUST FOR THEIR REFERENCE. Describe the actions your program is taking to improve student achievement on one or more of the following metrics. Also, describe any resulting improvements in student learning.

Metric	Definition	Rationale
UNDERGRADUATE COURSE PASS RATES BY COURSE LEVEL (Undergraduate lower-division, undergraduate upper-division).	The percentage of students who receive a passing grade (A, B, C, P) for all undergraduate 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. <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

Metric	Definition	Rationale
		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.
ANNUAL RETENTION 1 ST TO 2 ND FALL	Traditional measure of the % of first-time, full-time associate and baccalaureate degree-seeking freshmen who enter in a given fall term and return the following fall. <i>Data source: UA System Warehouse RPTP/DEDMGR end-of-term freeze files. Disaggregate as per accreditation on an annual basis.</i>	Following the student from the 1 st fall to 2 nd fall can indicate ongoing connections and support inside and outside of the classroom are motivating students to return to continue their studies at the institution. Continuing enrollment is a key factor in completion.
SEMESTERS TO DEGREE – GRADUATE PROGRAMS	The average number of semesters taken by students to complete any graduate degree or graduate certificate program. Determined by students who have graduated from a graduate program as their primary degree. 5-year trend. <i>Data source: UA System Warehouse RPTP/DEDMGR end-of-term freeze files. Disaggregate as per accreditation on an annual basis.</i>	Looking at the number of semesters graduate students take to complete their degrees illustrates how students progress through their degree programs (full-time, part-time, stop-out). This information on student behavior and completion can inform program structure and help the institution support students in a way that honors the time needed for rigorous intellectual engagement and growth and also ensures that students can complete in a timely manner.

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)

Recent CMH graduates have secured jobs as the UAA Child Welfare Academy Coordinator, Public Health Assistant to Senator Murkowski, acceptance into the advanced graduate training program Project BLENDS (n=2 of the CMH students), and one acceptance into the UAA Clinical-Community Psych PhD program.

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? (750 characters or less)

The CMH certificate is fairly new and has seen an increase in enrollment in the past year. The program is encouraged to continue to promote this opportunity and recruit students into the certificate program.

2. What is the program doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the achievement of the Program Student Learning Outcomes, the closing of equity gaps, or addressing the core competencies? (750 characters or less)

The CMH certificate serves as a model of a successful interdisciplinary program. Assessment is done across disciplines, assignments include training in professional collaborations across disciplines, and community partners are consulted regarding program training. This assessment plan shows a sound basis for analysis, and successful integration of the additional outcomes into the curriculum and the process itself.

Dean's signature:

Jenny McNulty

Date: 1/9/2023