PROGRAM SECTION (Due to the dean on October 15)

Submission date: 10/15/2022

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Program(s) covered in this report: Social Work BSW

    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): 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: The UAA BSW Program has been continuously accredited by the Council on Social Work Education since 1978.

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)***
      N/A

    - **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)***
      Personal, professional, and community responsibility is a primary component of ethical and professional social work practice, which is a BSW student learning outcome. Thus, this competency is present and assessed in each BSW course and in the overall program assessment.

    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)***
      Students would say that effective communication is a primary component of ethical and professional social work practice and is present in each course. As students we learn skills to enable us to demonstrate effective communication skills with vulnerable clients, engage in policy development and advocacy, research, and professional interactions. Further, ethical communication is central to professional social work practice.

    - **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)***
      While each course in the BSW program teaches and assesses communication, one example is SWK A330 in which student learn content and skills to effectively engage with clients by learning and practicing interview and empathy/relationship building/motivational enhancement skills through a series of recorded practice interviews that receive supportive peer and instructor support and feedback.

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.**

   In AY21/22 we used two measures for each competency/SLO that each have a respective benchmark (i.e., Field Practicum Instructor Assessment & ACAT-SW national exam). To accommodate this, we use a formula to combine scores and calculate one "Met" or "Failed to Meet" benchmark score for each competency/SLO (i.e., 75% of students demonstrate competence inclusive of two or more measures). Every competency benchmark was exceeded using the FIFAT. However, that ACAT-SW scores varied widely (i.e., 0 to 90th percentile) that lowered the overall performance results significantly.

   - Demonstrate ethical and professional behavior - MET
   - Engage diversity and difference in practice - EXCEEDED
   - Advance human rights and social, economic, and environmental justice - MET
   - Engage in practice-informed research and research-informed practice - MET
   - Engage in policy practice - FAILED TO MEET
   - Engage with individuals, families, groups, organizations, and communities - FAILED TO MEET
   - Assess individuals, families, groups, organizations, and communities - FAILED TO MEET
   - Intervene with individuals, families, groups, organizations, and communities - FAILED TO MEET
   - Evaluate practice with individuals, families, groups, and organizations - FAILED TO MEET

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)*

   Each year, the BSW program assesses each of its program level competencies/student learning outcomes (SLOs) within the explicit curriculum using a standardized national social work exam (ACAT-SW) and an evaluation of demonstration of all SLOs by student's community field supervisors. We also evaluate the implicit curriculum (i.e., the learning environment) via a survey and student climate/exit interviews. All data is collected, analyzed, and reported to faculty by the assessment coordinator. Faculty meet to review and discuss assessment results and identify program,curricular, and course changes we will implement over the coming year. We adhere to a continuous program improvement process model.

4. **What are the findings and what do they tell the faculty about student learning in your program?**

   (750 characters or less)

   A primary finding from this year's (similar to recent prior years) assessments, is the wide variance in our students abilities and performance in assessment measures. For example, in standardized social curriculum assessment/testing we had students range from the 0 to over 90th percentile when compared to national samples of social work students. However, student scores have turned upward from last year. Areas for improvement are policy and practice. Finally, BSW student consistently perform far higher in the field/actual client practice (as observed by their community field instructors) than in standardized academic testing.

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)*
    Faculty have not yet fully reviewed and digested the assessment results. However, based on upcoming reaffirmation of accreditation and assessment results, the BSW program faculty will be reviewing all SLOs this fall (2022) and considering needed revisions to the program assessment.

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)*
    Change to the BSW program mission, scheduling, class format, and assessment implementation.

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)*
    We do see improvements in overall explicit curriculum/SLOs students scores. Additionally, the BSW program also assesses its implicit curriculum (i.e, learning environment). The assessment founds strong student beliefs that the program provides a learning environment that models affirmation and respect for diversity and a supportive and inclusive learning environment; provides information about program policies and strong advising. Students provided many excellent suggestions to strengthen the program further.

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.

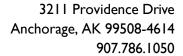UAA has selected the below metrics as student success metrics for accreditation.

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.**

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)***

DEAN SECTION (Due to the program on January 15)

1. **Based on the program's responses above, what guidance and support do you have for the program moving forward? *(750 characters or less)***
    Assessment data continue to show wide variation in student ability and performance, but student achievement has increased in recent years. Students continue to excel in their field practice experience. Each year, areas for improvement are identified. This year, student performance indicated the need for improvement in policy and practice. Faculty will discuss these results and make recommendations for program improvement.

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)***
    I thank the program for its adherence to a robust continuous program improvement process model. The model begins with extensive data on program student learning outcomes. The implicit and explicit curriculum are both assessed. The program is able to assess trends over time. Faculty discuss the results and regularly identify opportunities for program improvement. Moving forward,

the program will want to assess student success and identify what it can do to close equity gaps in student achievement.

Dean's signature: _André B. Rosay_   **Date:** 1/12/2023