

**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: 10/14/2022

Submitted by: Mary Dallas Allen, PhD, MSW, Professor of Social Work, 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 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)**

In AY 2020-2021, the MSW program identified 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 and requires students to demonstrate ethical and professional behavior and engaging, assessing, and intervening with communities within the context of Alaska. Twenty-three MSW students implemented a wide range of community engaged projects, and four students received an incomplete.

- **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)**

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)**

Effective communication is a core component of the social work competency of demonstrating ethical and professional behavior, so it is integrated across the MSW curriculum. MSW students would say they have opportunities to demonstrate the knowledge and skills necessary to engage in effective communication in diverse contexts in their social work practice courses, their social work practicum courses, their human behavior and human diversity courses, and in their capstone leadership courses.

- **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)**

The MSW leadership capstone project in SWK A634 and A635 require students to demonstrate effective verbal and written communication in diverse contexts. They must engage in effective communication in developing their capstone project, and they must demonstrate effective written and verbal communication through their final capstone report and oral presentation. The capstone presentation and final report serve as the MSW program comprehensive exam.

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.

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 - Exceeded faculty expectations
- Engage in practice-informed research and research-informed practice - Exceeded faculty expectations
- Engage in policy practice - Exceeded 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 - Met 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 - Exceeded 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 - Exceeded faculty expectations
- Context of social work practice in AK - Exceeded faculty 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 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. Twenty-three generalist MSW students and 28 advanced generalist MSW students were assessed in AY22. Assessment data was collected at the end of spring semester 2022 and analyzed in fall 2022. The assessment report was presented to the MSW program committee (October 6) for review and discussion and to identify areas for improvement. Feedback was integrated into the report.

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 engaging diversity, advancing human rights and social, economic, and environmental justice, engaging in research, engaging in policy practice, assessment, and intervention. The assessment identified two areas for improvement, although the benchmarks were met: engaging and evaluating. The advanced generalist curriculum assessment identified strengths in ethical behavior, engaging diversity, advancing human rights and social, economic, and environmental justice, engaging in research, engaging in policy practice, engaging, evaluating, and integrating the context of Alaska. Two areas need improvement, although the benchmarks were met : assessing and intervening.

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 faculty did not make any recommendations for changes to improve student achievement of current Program Student Learning Outcomes based on the assessment results. However, the MSW program will begin a full program and curriculum review and revision in to implement the new 2022 Council on Social Work Education Educational Policy and Accreditation Standards (EPAS). This process will begin in fall 2022 with implementation expected to begin in summer 2024.

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)

The MSW program assessment includes an assessment of the implicit curriculum, which is the student learning experience and the program context and environment. The implicit curriculum identified these strengths: providing a learning environment that models affirmation and respect for diversity; providing a supportive and inclusive learning environment; providing information about program policies. Areas for improvement included: opportunities for professional and academic advising; student program input. To address the need for professional advising, the MSW field coordinator has begun a social work professional development series for MSW students. For student input, the MSW program is working to revitalize the MSW student coalition.

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 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.

Metric	Definition	Rationale
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)**

For the second year in a row, 100% of UAA MSW graduates (n=20) passed the Licensed Clinical Social Worker Exam when taking it for the first time.

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 program assessed both the explicit and implicit curriculum. Data were analyzed and reviewed by the faculty, and areas for improvement were identified. All benchmarks were met. Nonetheless, each year the program identifies areas where improvements could be made. In the generalist curriculum, areas for improvement included engaging and evaluating. Interestingly, these areas were noted as significant strengths in the advanced generalist curriculum. In that curriculum, areas for improvement included assessing and intervening. Areas for improvement in the implicit curriculum included opportunities for professional and academic advising and student program input. I strongly support efforts to revitalize the MSW student coalition.



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 strong commitment to assessment and continuous improvement.

Although assessment results show that students are meeting or exceeding all expectations (and are passing the Licensed Clinical Social Worker Exam with a 100% pass rate), the program still regularly identifies areas for improvement. This demonstrates a strong commitment to student success.

Moving forward, the program will want to identify what it can do to close equity gaps in student achievement.

Dean's signature:

André B. Rosay

Date: 1/12/2023