

REPORT ON AY2022-2023 ACADEMIC ASSESSMENT

Submission date: 11/15/2023

Assessment Plan covered in the report: Children's Behavioral Health OEC, Conflict Resolution OEC, Community, Conflict, and Communication OEC, Diversity & Social Justice OEC, and Indian Child Welfare Act OEC

College: College of Health

Campuses where the program(s) is delivered: Anchorage KOD KPC MSC PWSC

Submitted by: Dr. Yvonne Chase, Chair, Department of Human Services, ymchase@alaska.edu

After responding to the questions below, 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.

- 1. Please list and number the Program Student Learning Outcomes your program assessed in AY23. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.**

Example: 1. Communicate effectively in a variety of contexts and formats – Exceeded faculty expectations; 2. Adopt critical perspectives for understanding the forces of globalization and diversity – Met faculty expectations.

- Demonstrate skills in assessing needs

--OEC IN CONFLICT RESOLUTION. Involving conflict and collaboration EXCEEDED FACULTY EXPECTATIONS

--OEC IN CHILDREN'S BEHAVIORAL HEALTH. Family and child well-being. EXCEEDED FACULTY EXPECTATIONS

--OEC IN DIVERSITY AND SOCIAL JUSTICE. Diversity and inclusion. MET FACULTY EXPECTATIONS.

- Apply the National Organization for Human Services (NOHS) Standards for Ethical Behavior to their professional work:

--OEC IN CONFLICT RESOLUTION. Working in highly conflictual situations. EXCEEDED FACULTY EXPECTATIONS.

--OEC IN CHILDREN'S BEHAVIORAL HEALTH. Working with families in varying contexts, such as rural, urban, or remote. MET FACULTY EXPECTATIONS.

--OEC IN DIVERSITY AND SOCIAL JUSTICE. Working in diverse and inclusive organizations or communities. MET FACULTY EXPECTATIONS.

- Demonstrate a high level of self-awareness, knowledge, and skills in the complexities of Multiculturalism.

--OEC IN CONFLICT RESOLUTION. Working in highly conflict situations. EXCEEDED FACULTY EXPECTATIONS.

--OEC IN CHILDREN'S BEHAVIORAL HEALTH. Working with diverse families with inclusive aims. EXCEEDED FACULTY EXPECTATIONS.

--OEC IN DIVERSITY AND SOCIAL JUSTICE. Working in diverse and inclusive organizations or communities. MET FACULTY EXPECTATIONS.

- Demonstrate skills to effectively intervene with individuals from diverse populations and higher-level systems:

--OEC IN CONFLICT RESOLUTION. Working in highly conflict situations. EXCEEDED FACULTY EXPECTATIONS.

--OEC IN CHILDREN'S BEHAVIORAL HEALTH. Working with diverse families with inclusive aims. EXCEEDED FACULTY EXPECTATIONS.

--OEC IN DIVERSITY AND SOCIAL JUSTICE. Working in diverse and inclusive organizations or communities. MET FACULTY EXPECTATIONS.

2. Describe your assessment process in AY23 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. (1000 words or less)

Within the curriculum of the Department of Human Services, OECs serve a student development purpose as well as a workforce development one. In terms of the former, advisement steers students into an OEC if they can benefit from additional academic preparation in anticipation of entry into the AAS and/or BHS program. Competencies cutting across all OECs involve the advancement of students' academic skills in higher-level thinking, analysis, planning, and presentation of findings, typically in report form. The OECs enable students to learn about basic knowledge of the relationship of the substantive area of learning, e.g. Children's Behavioral Health, and human services, including exposure to core ethics standards and practices in a decision-making framework. Students may enter OECs for the purposes of employment or career advancement involving development of substantive skills for immediate employment or movement into a higher position. The OECs, therefore, incorporate a design that facilitates student academic development and career trajectory.

The data collection that OECs incorporate involve principally the analysis of major assignments or in the demonstration of core competencies through direct observation and assessment by the instructor. The Children's Behavioral Health OEC incorporates major assignments that unfold across the four courses that constitute this academic program. The Conflict Resolution assessment

incorporates direct observation by a faculty member with expertise in family mediation, negotiation, and alternative dispute resolution methods. The OEC in Diversity and Social Justice incorporates practical assignments that facilitate student involvement in advancing diversity, equity, and inclusion either in organizational or in community settings. The OEC in Diversity and Social Justice remains nascent and although the specific courses are available to students across Alaska, the OEC is just getting started as an identifiable practice credential in Human Services. Analysis of data involves rubrics and other tools for assessing the quality of student experiential learning (such as in the case of the Conflict Resolution OEC) or their academic products, which is especially important in the Children's Behavioral Health OEC. The importance of the assessment of academic products is found in a principal aim of this OEC—students learn how to portray families in non-stigmatizing ways using strengths based approaches to communication in interdisciplinary treatment contexts.

Assessment data moves into the department's curriculum committee, which is a new faculty governance structure for assessing, improving, developing and integrating curriculum within Human Services. Faculty are involved in the use of assessment data for the purposes of advancing the OECs. For example, the faculty is now involved in developing the four courses that constitute the OEC in Children's Behavioral Health. This process is visible in the department's accreditation self-study.

3. What are the findings and what do they tell the faculty about student learning in your program? (1000 words or less)

Findings indicate that students incorporate attitudes, knowledge and skills in the helping process informed by ethics and values of the Human Services profession. Each OEC focuses on different substantive areas of human services and are diverse in their focus on systems level. For example, the OEC in Diversity and Social Justice addresses the needs of organizations and communities in advancing inclusion and justice. The majority of students develop effective communication skills, learn to practice diversity, equity and inclusion, ethical and cultural competence, how to become effective human services practitioners, and how agencies function. Within each OEC, students gain a specific focus, substantive skills, and work to clarify their career path. The OEC experience links with the AAS and BHS so students have many opportunities to enter advisement within the department, if they wish.

Five observations are relevant to this question.

a. Students are using the OEC experience to strengthen their core academic skills. Several of the OECs bring learners into higher education for the first time or after several tries that were not successful. The OECs serve as confidence builders for students. This confidence building is visible in the improvements they make across the four courses that constitute a particular OEC.

b. Students are using the OEC to advance their employment and careers. This means that employer needs inform OEC designs and that OECs connect with specific human services markets.

- c. The market driven design of OECs means that students also can receive socialization into particular roles and positions within human services personnel and workforce markets.
- d. All OECs offer students transfer credit within the AAS or the BHS programs. Thus, both the AAS and BHS can support credit that students gain through the OECs.
- e. The OECs add to students' career profiles and enhance their credentials considerably. Success within an OEC demonstrates a students' emerging competence base in a substantive area.

4. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the Program Student Learning Outcomes? Yes

- i. **Please describe the recommended action(s), what improvements in student learning the program hopes to see, the proposed timeline, and how the program will know if the change(s) has worked. If no recommendations for changes were made, please explain that decision. (1000 words or less)**

This is the second year that the Department of Human Services has used and refined the student portfolio as strategy for advancing assessment at three levels: (1) student assessment of their own learning, (2) faculty assessment of student learning, and (3) program assessment of student learning at both the AAS and BHS levels. The coming year, AY 2024-2025 will see an increase in the scope of the department's use of electronic portfolios involving the inclusion of electronic portfolios within OECs. This has not been the case yet, and the faculty have recommended that the portfolio platform substitute for other means of assessment. Actually, the use of portfolios within the OECs will strengthen the students' self-awareness of readiness for entry or advancement in human services.

Improvements in OEC assessment system:

- a. Expansion of the student portfolio for the purposes of job search and career development, which will be a new thread of assessment within the electronic portfolio template.
- b. Introduction of electronic portfolios into at least three of the current OECs.
- c. Training of all OEC students in the technology of electronic portfolios occurring within the first course they complete.

Improvements in student learning

- d. Identifying students' core technology skills using a nationally norm referenced training system to insure that they can use basic technologies in their learning.
- e. Equipping students with the technological skills in working with electronic portfolios early in their OEC careers.

f. Preparing students early in the OEC for their use of multimedia in portraying their learning.

The department will know of the effectiveness of these changes in the skills students demonstrate in using electronic portfolios—opening them, working across the template within each OEC portfolio, developing content for inclusion in their portfolios, and interpreting their learning gains through presentations they make within the portfolios.

5. 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 AY23. *(If no options above were selected)*

If you checked “Other” above, please describe. (100 words or less)

The Department of Human Services is placing more emphasis on student use of technology in the advancement of their practice. We are in the early stages of this change, but the incorporation of the electronic portfolios and other technologies, such as electronic spreadsheets, in this process has been an important one. The department will be introducing a nationally normed approach to assessing students’ understanding of software and its use in human services practice.

6. 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. (1000 words or less)

The probability that students’ gain or advance employment during the course of their involvement in OECS is quite high. This is creating an interesting shift in the program’s strategy of student academic preparation and professional development. This outcome reflects the preparation of students to handle entry level positions in a job market in which their skills are highly relevant to the

current provision of human services. This development is requiring us to shift the student learning experience in anticipation of their early hire through six strategies:

- a. Strengthening of employment-based practicum so students can fulfill practicum requirements on the job.
- b. Students' involvement in OECs as a means to enhance their on the job relevance.
- c. Carrying the electronic portfolio into the job setting to demonstrate student acquisition of employment relevant skills.
- d. Better alignment with OEC course assignments with role activities students are undertaking in their employment settings.
- e. Articulating students' transition from an OEC into AAS to the BHS academic programs in order to facilitate career development within the organizations in which students gain employment.
- f. Better alignment of student learning outcomes with the needs of employers.
- g. Incorporation of OECs within apprenticeships for students in human services careers.

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? (200 words or less)

The program should focus its assessment activities on the program student learning outcomes for the Occupational Endorsement Certificates. These outcomes are different than the ones included in this assessment (see program student learning outcomes in UAA Catalog). In addition, the program's findings and recommendations should be more clearly connected to the assessment of program student learning outcomes. For example, some of the findings are focused on personal satisfaction with the program (which is important, but is not a student learning outcome). Many of the recommendations are focused on the acquisition of core technology skills, but it is not clear how this acquisition of skills would help students achieve the programs' student learning outcomes. Overall, the assessment, findings, and recommendations should be more directly connected to student learning outcomes.

2. **Discuss what the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the use of a common rubric or prompt, a signature assignment, etc. (200 words or less)**

The program provides exceptional opportunities for students to advance their professional development and increase their career opportunities. The program also demonstrates a strong commitment to regularly assess and improve the OECs. It is clear that the faculty are investing a significant amount of effort to support students. The program's recommendations will certainly improve the student experience. We commend the program for putting students first, but we also encourage the program to extend its assessment activities to more clearly focus on student achievement of program student learning outcomes. The program should more clearly assess the OECs' student learning outcomes and identify recommendations to improve those outcomes. These recommendations should then be implemented and assessed.

Dean's signature:

Debbie Craig, PhD

Date: 12/20/2023