

## REPORT ON AY2022-2023 ACADEMIC ASSESSMENT

**Submission date:** 11/14/2023

**Assessment Plan covered in the report:** Interprofessional Child Welfare OEC

**College:** College of Health

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

**Submitted by:** Kathi Trawver, Professor, krtrawver@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.***

The faculty benchmark was: At least 80% of students will achieve at least a score of “4” for each SLO measured by the OECICW Rubric

1. Produce clear written/oral communication - Did not meet faculty expectations
2. Relate respectfully in inter & intra-agency customer service - Exceeded faculty expectations
3. Demonstrate professionalism - Did not meet faculty expectations
4. Conduct client interactions using cultural humility - Did not meet faculty expectations
5. Show professional productivity - Exceeded faculty expectations
6. Demonstrate resiliency and crisis management - Did not meet faculty expectations
7. Facilitate team and family collaboration - Did not meet faculty expectations
8. Demonstrate engagement; implementation and provision of service; and assessment - Did not meet 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)**

The program provides for the regular, systematic, and continued collection of direct empirical evidence for use in an annual evaluation of student learning outcomes (SLOs) that gauge student learning and identify needed curricular, program, and/or assessment revisions and enhancements. The program assessment includes two direct measures of competency for each SLO. The assessment is introduced in SWK A401, 402, and 403 and administered in the program practicum (SWKA 495C) and integrated interprofessional seminar (SWK A492). The assessment plan calls for each graduating practicum student to be assessed through 1) a learning portfolio that includes collected artifacts and reflections of student learning; and 2) an evaluation by each student's practicum supervisor. For FY22/23 year, only the evaluation by the student's practicum supervisor was completed. This points to a greater need to provide additional support and scaffolding to faculty teaching OEC courses to enable proper assessment implementation. This fall, faculty will review assessment results and prioritize needed adjustments and enhancements to the program that will be recommended for approval and implementation by the Bachelor of Social Work Program Committee.

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

This is the first year of program assessment of the OEC in Interprofessional Child Welfare. Results show assessed students scoring "Developing Demonstration," "Proficient Demonstration," and/or "Exemplary Demonstration" for each competency, which was promising. It is noteworthy that when the OEC was developed, it was imagined with the currently engaged and related discipline/majors in mind. However, while UAA students have enrolled in individual OEC courses, several students completing the OEC program have little-to-no post-secondary education experience, particularly those who were being financially supported by the Office of Children's Services. Thus, they have unique institutional/academic support needs to effectively launch and persist. It is noteworthy that students who have more education fair better in their demonstration of the OEC SLOs. These results suggest that we consider implementing improved upfront advising and supports considering high student needs. Also, that we provide enhanced support for program ePortfolio and practicum assessment activities for students and faculty teaching in the OEC. Finally, we will consider adjusting assessment benchmarks to reflect diverse educational preparation of OEC students and hold a strong focus for assessment of SLOs in practice setting rather than over-relying on academic performance when assessing student achievement.

**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 first assessment for this program. However, the current assessment has pointed us toward plans for future enhancement of student advising, teaching methods, and more hands-on student/faculty support and training on assessment methods. We also plan to revisit our benchmarks that were established at the creation of the program and before serving any students.

**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)**

N/A

**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)**

N/A - No prior program assessment

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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\\_ooo@alaska.edu](mailto: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)**

This is the program's first assessment report (the program was implemented in fall 2022, and program student learning outcomes were assessed in the same 2022-23 academic year). Data for this first assessment were collected from direct evaluations by the students' practicum/internship supervisors. Future assessments will also review student-developed program e-portfolios. The assessment plan may be updated in the future to revise the benchmarks that were initially identified. Revisions may be important to account for the diversity of students served. In particular, the program may increase its focus on assessment in practice settings. Overall, the program is clearly developing and implementing a thoughtful and insightful assessment process.

**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 analyzed the evaluations of students by practicum coordinators and concluded that students exceeded faculty expectations for two of the eight program student learning outcomes and did not meet faculty expectations for the remaining six program student learning outcomes. Students struggled to produce clear written/oral communication; demonstrate professionalism; conduct client interactions using cultural humility; demonstrate resiliency and crisis management; facilitate team and family collaboration; and demonstrate engagement, implementation and provision of service, and assessment. Traditional students struggled substantially less than non-traditional students. The program will implement additional supports to close this equity gap. The program will enhance student advising, strengthen teaching methods, and provide more hands-on student/faculty support. I commend the program for implementing a robust assessment process.

Dean's signature:

Debbie Craig, PhD

Date: 12/20/2023