

## REPORT ON AY2022-2023 ACADEMIC ASSESSMENT

**Submission date:** 11/8/2023

**Assessment Plan covered in the report:** Social Work MSW

**College:** College of Health

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

**Submitted by:** Mary Dallas Allen, Professor, MSW Program Chair; mdallen7@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 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 - Met 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

Advanced 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 - Met faculty expectations
- Engage in policy practice - Met faculty expectations
- Engage with individuals, families, groups, organizations, and communities - Exceeded faculty expectations
- Assess with individuals, families, groups, organizations, and communities - Met 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
- Context of social work practice in AK - Exceeded 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 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. Eleven generalist MSW students and 40 advanced generalist MSW students were assessed in AY22-23. Assessment data was collected at the end of spring semester 2023 and analyzed in fall 2023. The assessment report was distributed to the School of Social Work faculty and discussed at the faculty meeting on October 19. Feedback from faculty was integrated into the report.

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

The MSW generalist curriculum had exceptional outcomes in AY 2022-2023. 100% of the students met the program benchmarks in 6 of the 9 generalist competencies. In AY 2021-2022, two generalist student learning outcomes (engaging with individuals, families, groups, organizations, and communities; evaluation practice with individuals, families, groups, organizations, and communities) were identified as not meeting competency in the SWEAP assessment. In 2022-2023, students met and exceeded both competencies, and their scores were significantly above the national mean. In 2022-2023, one competency was identified as needing improvement: engaging in policy practice. This competency is primarily met in SWK A607 Social Welfare Policy and Services, and in AY 2022-2023 this course was taught by a first-time adjunct instructor. We will need to follow this competency to see if curriculum improvements need to be made.

Advanced generalist students met the program benchmark for all 10 advanced generalist competencies. The advanced generalist students demonstrated strengths in six competency areas: ethical and professional behavior; diversity and difference in practice; advancing human rights and social justice; engaging with individuals, families, groups, organizations and communities; intervening with individuals, families, groups, organizations and communities; and the context of social work practice in Alaska. Engaging in policy practice was the lowest scoring advanced generalist competency. This competency was also low in the generalist curriculum.

**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)**

Faculty recommendations: Support practicum instructors with connecting practice with research, policy, and evaluation; Support students with connecting content across courses (ex: link macro and micro practice; link research to practice); assign full-time faculty to teaching policy courses; include practice evaluation concepts in practice courses.

**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)**

**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)**

In addition to assessing program student learning outcomes, 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. In AY 2022-2023, the MSW program worked on faculty development in the area of diversity, equity, inclusion, and belonging, and the program worked on developing the MSW student coalition. The implicit curriculum assessment results for 2022-2023 showed improvements in all areas of the implicit curriculum, which provides evidence that our implicit curriculum is improving.

**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)**

The faculty in the Department of Graduate Social Work Studies evaluated all 10 program student learning outcomes for the Master of Social Work. Results showed that students met or exceeded faculty expectations. Student achievement was lower for engaging in policy practice than for other competencies. The faculty will implement changes in instruction to support students, faculty, and

practicum coordinators with connecting practice with research, policy, and evaluation. In addition, they will assign full-time faculty to teach the course that focuses on this competency. Overall, the faculty have implemented a detailed assessment process, identified changes to improve student achievement of the program student learning outcomes, and are assessing the impact of previous changes. I commend the faculty for their strong commitment to assessment and continuous improvement.

**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)**

In addition to assessing the explicit curriculum and student achievement of program student learning outcomes, the program also assesses the implicit curriculum. Some of these assessments provide insights on student achievement of program student learning outcomes. Others provide important information to improve the program. For example, the program worked to develop the MSW student coalition. It would be helpful to include results from exit interviews because these interviews provide more direct measures of program student learning outcomes.

Dean's signature:

Debbie Craig, PhD

Date: 12/20/2023