

**BIENNIAL PROGRAM STUDENT LEARNING OUTCOMES ASSESSMENT REPORT FORM –
ASSESSMENT COMPLETED IN AY2023-2024 (Due to the dean on November 15)**

Submission date: 11/13/2024

Assessment Plan covered in this report: Children's Mental Health GC

College: College of Arts and Sciences

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

Submitted by: Hattie Harvey, Professor of Psychology, haharvey@alaska.edu

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

1. Demonstrate application of legal and ethical parameters across disciplines - DID NOT ASSESS (removing from Assessment Plan -revision submitted Nov 2024)
2. Foster collaborative relationships with families using relationship-based, family-centered practices - Exceeded faculty expectations
3. Identify and implement culturally-responsive methods of screening and assessment in infant/early childhood and/or children's mental health - Exceeded faculty expectations
4. Apply theoretical knowledge to choose and implement evidence-based, culturally-responsive interventions and methods of evaluation in infant/early childhood and/or children's mental health - Met faculty expectations
5. Describe systems of care and interprofessional practices related to children's mental health - Exceeded faculty expectations
6. Engage in reflective practice within one's own discipline - Met faculty expectations

2. Describe what your assessment process was last year 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 data collection process included gathering and reviewing: 1) enrollment data, 2) Pre-post program self-assessment survey data [comparison of means], 3) course grades for two select CMH courses [descriptive stats], 4) grades on three assignments [descriptive stats], and 5) an exit Qualtrics survey [descriptive stats and qualitative analysis], of which all align to the SLO's. The data were reviewed with the CMH committee (comprised of social work, psychology) in September 2024 given that the majority of the coursework for the GC occurs in the summer.

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

The program continues to have an increase in graduation rates (AY23 = 16) and an increase in new admissions in AY24 (n=26) with 10 new admissions for Spring 2025. Since 2022, two students withdrew due to a change in interest. The findings are consistent with prior years, even with the increase in student admissions. This indicates that with the additional students the program is able to maintain the quality of the teaching as reflected in successful student learning outcomes. As one example, the program added a second summer section of PSY 691 (required course) to accommodate 40 students with one section paid for by Social Work and one section paid for by Psychology. This was a change implemented from the 2022 report, in which this course was only offered every other year.

Another positive finding in the program is the continued increase in mean scores from pre-post self-assessment data, from 3.0 to 4.5. The pre-assessment mean score of 3.0 is not unexpected, as many CMH students enroll in the program after a year or more of their concurrent graduate program (i.e., MSW, or MS Clinical Psychology) and have begun to build competencies through other coursework. Students consistently perform at a high rate with more than 90% achieving an A across all four courses in the program. In review of course elective grades, of those who graduated (n=16) in AY24 all earned a B or higher. This is noteworthy because the elective courses span multiple disciplines and campuses, thus showing consistency in performance across likely variations teaching modalities and methods.

Another findings reflective of student's learning was from the exit survey about their employment rates. All 14 who completed the exit survey reported having secured employment in a field related to children's mental health. Although not directly a measure of any one SLO, qualitatively this indicates they meet required competencies for employment in this field, which the program interprets as a success.

Another interesting finding from the exit survey was that the program was extreme dissatisfied with an education course that had previously been recommended to fulfill the family-centered practices course. Over both 2023 and 2024 it was reported that there was minimal to no engagement or feedback from the instructor and unclear assignments with no grading criteria. Although a small sample (n=3) of CMH students, they were surprisingly consistent in their feedback and this was noted as unusual given that no other courses recieved this type of feedback from the exit survey. For one student, she was the only one enrolled in the course so also had no peer engagement.

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)**

The recommended change is the removal of one of the student learning outcomes (Demonstrate application of legal and ethical parameters across disciplines) which was not assessed during the past year. This recommended change came from faculty consensus that all CMH students are either concurrently enrolled in a graduate program or have graduated with a advanced degree (e.g., social work, psychology, education) and thus already develop competencies related to their discipline's legal and ethical guidelines within their program. Although CMH coursework integrates legal and ethical practices within children's mental health, the emphasis is on each discipline's own ethical guidelines and thus it was difficult to assess the impact of CMH coursework on this particular SLO. The program faculty felt that this SLO was adequately assessed within their respective graduate degree programs.

In regards to the small sample feedback on one course, we are not recommending that particular course elective at this time. There are numerous other courses that can fulfill the elective for that topic area.

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 last year. *(If no options above were selected)*

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

The program added an additional section of SWK/PSY/EDSE A691 in the summer, and will

be offering PSY A638 in more than one semester to account for the increase in enrollment and the additional students from the new school psychology program who will also take this course.

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 additional section of SWK/PSY/EDSE A691 resulted in a total of 40 students who enrolled in the course. It should be noted that CMH courses are often used as elective courses for multiple programs, thus not restricted to only those enrolled in the CMH Graduate Certificate. This is a benefit for programs and for continued interdisciplinary offerings.

For PSY A638 (Child Clinical Psychology) the summer section was at capacity (n=20) and the program determined to offer a fall section for those who were not able to enroll in the summer course and to accommodate for the MSW students who are in the SSWEND (School-based Social Work and Education Network) program who are required to complete the CMH Graduate Certificate. This is achieving the goal of ensuring access to the course and supporting timely completion of the certificate.

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? (200 words or less)**

The program is encouraged to continue to monitor student demand for courses and to modify the schedule and recommended electives as appropriate.

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)**

This report is detailed and thoughtful. It is impressive that this work occurs over multiple departments. The program does a very good job of assessing student learning and it is exciting to see the demand for this program increasing.

Dean's signature:

Jenny McNulty

Date: 1/13/2025