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Interprofessional Child Welfare OEC

College of Health

Anchorage KOD KPC MSC PWSC

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

The faculty benchmark was: A
measured by the OECICW Rubric

1. Produce clear written/ oral communication Did not meet faculty expectations
2. Relate respectfully in inter & intra-agency customer Exceeded faculty expectations
3. Demonstrate professional skills 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

(1000 words or less)

The program provides for the regular, systematic, and 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 assessments include 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 404) and integrated interprofessional seminar (SWK 495). The assessment plan calls for grading practicum students to be assessed through 1) a learning portfolio that includes collected artifacts and

FY22/23 year, only the evaluation by the student. 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 view 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.

(1000 words or less)

This is the first year of program assessment of the OEC in Interprofessional Child Welfare. Results show assessed students scoring () h
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the OEC was developed, it was imagined with the currently engaged and related discipline/major's mind. However, while UAA students have enrolled in individual OEC courses, several students completing the OEC program have little to no secondary education experience, particularly those who were being financially supported by the Office of Child Welfare. These students 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 supplementing improved upfront advising and supports considering high student needs. Also, we provide enhanced support for program ePortfolio and practicum assessment activities for students and faculty teaching in the OEC. Finally, 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 an academic performance when assessing student achievement.

Yes



D. H. Craig, Ph.D.