

Rural Human Services - Certificate

Current Compliance Year: 2023-2024

Mid-Cycle Review

Recent Recommendations

Feedback will include recommendations from the last Expedited Review or from your most recent review by your school or college. You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

Response to Previous Recommendations (if any):

NA

Student Learning Outcomes

The previous Student Learning Outcomes Assessment has been submitted as its own report. Going forward you will use the following prompts to discuss the success of your most recent SLOA plan and address your assessment activities since your last SLOA report (typically the past two years or since your last program review).

Learning outcomes feedback from last review:

Feedback will be provided once you have completed a full or mid-cycle review.

Discuss your SLOA findings, changes you are making and what you hope to see as a result:

In evaluating Data related to the SLOA for RHS program is not possible at this time for 2 reasons: There are gaps in the PAIR Data. I have been in contact with [REDACTED] and [REDACTED] from PAIR. They see the problems and are planning on doing a full audit on the CRCD programs. Current PAIR data for RHS is not been accurately submitted into the University data system. Related to data within the program, in 2022-23 the RHS program had a full turnover of administrative staff and program information and data was not transferred to the new staff, this data needs to be recreated. Related to other measures: Overall students continue to express satisfaction with course of study and acquired skills at a very high rate as seen on course evaluations. A high number of students choose to move on through the "Rural human services academic pipeline" and are enrolled in the Rural based HUMS Associates program. The Practicum continues to serve as the program capstone course where student apply program skills of assessing planning and implementing a community project. Program faculty have revamped the practicum course to include the option for student to enroll in a nationally funded research project to become leaders and facilitators in a community initiative that addresses suicide rates with a focus on creating community crafted suicide prevention activities. This is further described under curricular changes.
--

Discuss the curricular changes made based on assessing your SLO. If you haven't made any curricular changes, please explain why not and address what you did notice in the review, including strengths of your curriculum through the assessment of your outcomes:

From 2021-2023 the RHS Faculty at KUC piloted a project to have RHS practicum students enroll in a research project to become facilitators in a project call Promoting Community Conversations About Research to End Suicide (PC CARES) which is a community health intervention designed, supported, and implemented by the remote communities in Alaska. PC CARES builds communities of practice among local and regional service providers, community members, friends, and families to spark

multilevel and sustained efforts for suicide prevention. In this model, learning circles supported by local facilitators foster personal and collective learning about suicide prevention in order to spur practical action on multiple levels to prevent suicide and promote health. Student participation in the project as part of their practicum was very well received resulting in a substantially higher practicum completion rate as a result of participating in the project. This project will be expanded and made available both campuses of the RHS program beginning in the Fall of 2024.

Are communication outcomes embedded in the SLOA Plan?

As of 2017 all Baccalaureate programs were required to embed the communication outcomes within their SLOA Plans, this is optional for non-Baccalaureate programs.

Not Embedded

Student Success

To access the Student Success Dashboard please sign into a UA computer with VPN connection (if not on campus). You will need your UA credentials and it is best accessed with the most updated version of Chrome, Edge, Firefox or Safari browsers; Internet Explorer is not supported. You will need to filter the data to see your programs. If you need assistance in finding the data for your programs, please contact your data liaison or Julia Manfredini in the PAIR office.

Data Liaisons

Each school or college has a team of Data Liaisons to help you analyze the data provided in the portal and may be able to help you see your data in multiple contexts. You can find a list of data liaisons on the resources page for Program Review.

The college or school level committee will also have access to this data with the goal that by providing these visualizations data availability will be increased.

Data supplied within the dashboard linked below is intended for Academic Program Review and not for any other purpose.

Student Success Data Dashboard

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

Student Success Data Trends: (please indicate the trends that apply to your program)

Something else (use data explanation field to describe)

If equity gaps were found in any of your disaggregated student success data, please explain how you plan to address those gaps. Please contact your data liaison or make an appointment with Julia Manfredini to learn more about analyzing your data.

The RHS program data provided on the dashboard is not accurate. This has been identified as a problem that is currently being addressed at the University and College PAIR data level.

Optional Data Explanation

Feel free to share more of your thoughts on the data provided.

As stated previously, the data provided through PAR is not accurate. Accurate data can not be obtained by submission date.

High Impact Practices

According to the AAC&U, High-Impact Educational Practices “have been widely tested and have been shown to be beneficial to college students from many backgrounds.” UAF is particularly interested in Undergraduate Research and/or Scholarly Activity because it is one of our mission fulfillment indicators, but all of these researched High-Impact Educational Practices should be reflected in your program’s student learning outcomes and curriculum.

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

High-Impact Practices Used in this Program

Please use the following fields to discuss how your program is using the high-impact practices, successes and known issues and solutions, or ways you are considering incorporating them in the future. If you are not using any of the high-impact practices listed, please use the “Other or None of These,” field to share what your program is doing to help students be successful.

High Impact Practices that currently apply to your program:

Collaborative Assignments and Projects, Capstone Courses and Projects, "Service Learning, Community-based Learning", Internships

Collaborative Assignments & Projects

· RHS Courses are taught as in-person intensives. During the course session students work in small groups and are assigned collaborative group projects that include giving formal presentations to the class on the work that they accomplish. Example – Addictions class – groups assigned an addictive substance that they research present as if they were presenting the material in their community.

Undergraduate Research

--

Diversity/Global Learning

--

ePortfolios

--

First-Year Seminars & Experiences

--

Writing-Intensive Courses

--

Service-Learning and/or Community-based Learning

· The RHS Program is designed to help student acquire and apply skills in community based behavioral health interventions. The majority of students are employed full time in a human service agency and many are directly sent by their employer to the program. Applied community based learning is a central focus of all classes culminating with a course final assignment where students

apply what they have learned through doing interviews with community members and elders, presenting learned information and/or reflecting on the community application of new skills.

Internships

--

Capstone Courses & Projects

· The capstone course for RHS is the 4-credit practicum. In the course the student assesses the need for, plans and implements as 120 hour community project. While completing the practicum students utilize the various levels of skill acquired throughout the all program courses.

Other or None of these (explain)

--

Submission

Submitter & Collaborator Names

Robyn Henry, Professor
Diane McEachern, Professor

Submitter Email

--

College or School Review Committee

The college or school committees set the tone for helping each program feel seen during this process. We have provided you with strength-based feedback tags to attach to this program review. Please select as many as applicable.

Overall Recommendations

--

Explanation of Recommendations

The review panel acknowledges the time and effort that went into preparing the mid-cycle program review for the Rural Human Services Certificate program. Further, the review panel appreciates the program's overview of their curricular change plans and HIPs in support of student learning in the Rural Services Certificate program.
--

Learning Outcomes Feedback

Requires Major Revision

Student Learning Outcomes Assessment Feedback (tags)

Missing a direct measure,Missing active verbs,Missing curricular connection

Student Learning Outcomes Assessment Feedback (narrative)

The program provided 3 SLOs for the Rural Services Certificate SLOA plan. The review panel offers the following recommendations to improve upon the program's SLOAs: - SLO # 1 was not a well-defined SLO as written; however, the two outcomes identified were SLOs. - SLO #s 2 and 3 are program outcomes and not tied to student learning. - The recommendation from the review panel is to eliminate SLO #s 2 and 3 from the SLOA plan because they do not address student learning. However, the review panel does encourage the program to continue to collect this information as a means to assess their program. - The review panel also recommends that the program should retain SLO #1 and refine it to more clearly identify specific knowledge and/or skills that students will attain from the program. The program might consider revising the outcomes to include more "action" words. It is difficult to assess things like "understand" or "recognize." "Identify", "explain", or "analyze" are clearer outcomes to assess. https://tips.uark.edu/blooms-taxonomy-verb-chart/. Per guidance from the NWCCU for accreditation purposes, they recommend that degree programs have between 3-5 SLOs per program. As a result, the program will need at least 3 SLOs (and ideally no more than 5 SLOs) as they refine their SLOs during their development year in advance of their full program review in two years. The program provided some assessment information but no rubrics, artifacts, or data (they noted problems with the PAIR data). The program did provide a narrative of student satisfaction with the program; however, it should be noted that student satisfaction is a program outcome and not part of the SLOA process. The review panel recommends that the program refine its assessment plan based on their new SLOs and include rubrics, artifacts, and data for their assessment plan for the full program review. The program noted curricular changes but not how they are tied to the SLO process. The review panel requests that the program link these degree/curricular changes to the SLOA process. How does the program ensure that their courses meet the licensing requirements and are also accepted by the licensing board? Following NWCCU guidance, SLOA plans must emphasize "closing the loop" and continuous improvement, ensuring each SLO within the plan is assessed individually to verify alignment with program objectives. If a SLO fails to produce the expected assessment outcome, adjustments to SLO

language, substantial changes to the SLO, or revisions to data collection rubrics are necessary to ensure alignment and facilitate program improvement.

Student Success & Equity Feedback

The program noted that the data were not accurate and therefore could not complete a student success assessment (the data have not been accurately entered for CRCD programs). The review panel and the program should work with PAIR to ensure that the correct data are available during the development year in advance of the full program review in two years.

High-Impact Practices Feedback

The program noted capstone courses/projects, collaborative assignments/projects, internships, and service/community-based learning as HIPs. A narrative was provided for each HIP (with the exception of internships), but it was not clear where these HIPs fit into the program or if all students are required to complete them to meet graduation requirements.

The review panel recommends providing a more in-depth narrative for each HIP and including examples to demonstrate/highlight each HIP as well as a clearer notation on where these occur in the program.

What percentage of students participate in each HIP for those that are optional?

The review panel recognizes that the HIPs employed by the Rural Services Certificate program are all positive and meaningful in preparing students to enter the workforce.

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
Certificate: Rural Human Service
 School/College: CRCD
 Date: 6/2/21 * updated from 2018 SLOA

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
MISSION STATEMENT: The Rural Human Service (RHS) certificate program is designed to help further develop skills and credentials in the helping profession. RHS offers a culturally appropriate training program designed for rural, village-based human service workers. GOALS STATEMENT: - To ensure that CRCD RHS program students are competent as culturally sensitive and ethical behavioral health workers. - To provide a foundation for lifelong learning as a building block towards further professional and academic education in the behavioral health field. - To prepare students to examine, investigate, and interpret a variety of concepts concerned with the study of behavioral health prevention and intervention programs in rural communities.	1. To increase the number of qualified entry level Behavioral Health workforce employees and to improve student employability by ensuring students: - Demonstrate knowledge and academic efficacy (critical thinking, computation, computer literacy, job related work experience, interpersonal skill) necessary for entry-level human service professionals. - Are exposed to best practices in current and emerging topics within areas such as chemical dependency, behavioral health, case management, family and social issues. 2. For students of the RHS program to be well prepared for further study leading to an Associate's degree and/or be satisfactorily employed in a Human Services setting and/or providing services within their community. 3. For students who complete the RHS program to qualify/meet most of the qualifications for CDC I occupational endorsement and Behavioral Health Aide II certification.	1. RHS students express overall satisfaction with the quality of course content. 80% of students surveyed will: - Express overall satisfaction with course of study and acquired skills; - Be engaged in either continued education or employment in Human Service or a related field. 2. The RHS Practicum will serve as a capstone course. Students must demonstrate ability to plan, implement, document, and evaluate a project that illustrates their competency as a skilled community helper. 3. Review curriculum to ensure that as much as possible training/education requirements for credentialing are embedded in relevant courses	1. Through the use of course evaluations. Course evaluations will be edited to include questions on cultural relevancy and direct link of course content to their work/community needs. RHS Lead faculty at IAC & KuC will consult and formulate the question set. Fall 2021-2022 2. Practicums will be assessed through administration and analysis of the Practicum evaluation tool developed by RHS program faculty. Data will be gathered from the student and on site Practicum supervisor. Data collected will be retained and analyzed for curriculum efficacy and possible need for review by the RHS Program Head and disseminated to RHS faculty and Advisory committee. Spring 2022 & Fall 2022 *practicum course to be offered Spring/Fall 2022 3. RHS Lead Faculty at KuC & IAC will cross reference the education/training requirements for CDC and BHA credentialing. Fall 2021

Submitted by:
