



Academic Program Review

Program Name: Social Work - Bachelor of Arts

Academic Year 2025/2026

Recent Recommendations

Using your most recent review, please respond to all feedback and recommendations.

Response:

Our program review was highlighted at a BOR meeting in 2024-2025 as a strong example of program review. The Vice Provost's feedback included questions regarding HIPs. The program identified 5 HIPs. Internships/ Capstone- The program requires all students to complete 400 hours of practicum internship in their final year; students can not graduate with the degree without a practicum experience. Service Learning is one of two options that are required in our SWK 103 Intro to SWK course; more than 75% of students choose 20 hours of volunteer service, when enrolled in this course. Writing intensive course, is our SWK 375 Research Methods, which is a major requirement. Collaborative Assignments & Projects can be seen throughout the curriculum, but specifically in SWK 220 Ethics, Values, and SWK Practice, and SWK 320 Rural SWK. Diversity/Global Learning is also a core of our curriculum that is weaved throughout, but can be specifically seen in SWK 305 Social Welfare History and SWK 342 Human Behavior in the Social Environment II.

Student Learning Outcomes

Describe the assessment of your student learning outcomes (SLOs). Discuss your findings, changes you are making, and what you hope to see as a result.

Response:

The Bachelor of Social Work (BSW) program is nationally accredited by the Council on Social Work Education (CSWE) and was reaffirmed in February 2024 through 2031. The Social Work Department convenes twice annually for strategic planning meetings. During these sessions, program faculty and staff review assessment outcomes, evaluate progress toward established goals, and identify areas requiring modification or enhancement.

In January 2024, the department initiated comprehensive program-wide revisions to align the mission, goals, curriculum, and internal and external policies with the 2022 CSWE Educational Policy and Accreditation Standards (EPAS). The CSWE requires all accredited programs to operate under the most current EPAS by July 1, 2025. The

2024-2025 academic year marked the first year of data collection under the revised framework. The department will review the first two years of assessment data and determine any necessary revisions in Fall 2026.

Did you make any curricular changes based on your most recent SLOA? If so, discuss what changes were made. If no changes were made, please discuss the strengths of your curriculum based on the assessment of your outcomes.

Response:

We have not made any curricular changes from our most recent SLOA, as those results have not been fully assessed and discussed by the department to determine if changes need to be made. We completed a program wide revision last academic year, to update our accreditation standards to the 2022 CSWE EPAS. This meant that 2024-2025 was the first year of collecting data on the new 2022 EPAS. We have provided our first year of data collection with the updated SLOA in the supplemental materials. They are posted on our website, as part of our requirements of accreditation. We will complete a Strategic Planning Meeting in Fall 2026 to assess our first two years of student outcomes and determine if changes need to be made at that time.

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

Communication outcomes in the SLOA plan are: **Not Embedded**

Check the checkbox to certify completion of the following tasks:

☒ Upload supporting documents to the Supporting Documents folder. This includes artifacts, rubrics, and other documents related to your SLOA.

☒ Upload your most recent SLOA to the Supporting Documents folder, even if no changes have been made since the last review.

Have changes been made to your SLOA document since your last review? **Yes**

If so, please summarize what changes were made.

Response:

Our last SLOA was under the 2015 CSWE Educational Policy and Accreditation Standards (EPAS). After our program was reaffirmed in February 2024, we transitioned to the 2022 CSWE EPAS. This required a program-wide revision of our major course syllabi and assignments. 2024-2025 was the first academic year we collected data on the updated 2022 EPAS.

High Impact Practices

Please indicate which high impact practices are currently being implemented in relation to the program's student learning outcomes.

- | | |
|--|---|
| ☒ Capstone Courses & Projects | ☐ Graduate Level Research |
| ☒ Collaborative Assignments & Projects | ☒ Writing-Intensive Courses |
| ☒ Diversity/Global Learning | ☐ Publications |
| ☐ ePortfolios | ☐ Communications |
| ☐ First-Year Seminars and Experiences | ☐ Scholarly Activities |
| ☒ Internships | ☐ Studios |
| ☒ Service or Community-Based Learning | ☒ Practicum |
| ☒ Undergraduate Research | ☐ Other |
| ☐ Labs | ☐ None of these |

Discuss how the HIPs in the program are reflected in the SLOA. If you have identified HIPs that are not included in the SLOA, please consider an update.

Response:

The High-Impact Practices (HIPs) most prominently reflected in the Student Learning Outcomes Assessment (SLOA) are the capstone, internship, and practicum experiences. The SLOA is directly aligned with students' practicum year, during which they complete 400 hours of supervised internship with a partnering agency.

Throughout the curriculum, a series of major assignments have been intentionally developed to build the knowledge and skills necessary for practicum readiness and to support achievement of SLOA benchmarks. These scaffolded assignments incorporate additional HIPs, including Service Learning (SWK 103), Collaborative Assignments and Projects (SWK 220, 320), and Undergraduate Research/Writing-Intensive experiences (SWK 375).

Student Success

Please reference the [Resources tab](#) for information on accessing the Student Success Data Dashboard and contacting your designated data liaisons.

Student Success Data Trends

Persistence: **Increase**

Pass Rates: **Increase**

Student Credit Hours: **Decrease**

Majors: **Increase**

Degrees Awarded: **No Change**

Other Trends (if applicable):

Achievement Disparities

Discuss any achievement disparities identified in your disaggregated student success data and explain how you plan to address them.

Response:

Closing the Loop

Please discuss how your student learning outcomes are reflected in high impact practices and student success data.

Response:

Our Student Learning Outcomes Assessment (SLOA) results demonstrate the consistent quality and rigor of our program. Students have regularly met the established benchmarks, and in instances where benchmarks were not achieved, the department has conducted thorough evaluations and implemented targeted improvements to address identified gaps. We maintain an ongoing commitment to assessing student outcomes and remain responsive and adaptive in refining our curriculum and program practices. This continuous improvement process is reflected in our student success data, which shows stable and consistent trends over time.

Academic Program Profile

The following questions help show how your program supports the university's mission, connects with other UA programs, engages with the community, contributes through service courses, and supports student success after graduation. Please use this section to highlight the value your program brings to students, the university, and beyond.

UAF's Mission:

The University of Alaska Fairbanks is a Land, Sea, and Space Grant university and an international center for research, education, and the arts, emphasizing the circumpolar North and its diverse peoples. UAF integrates teaching, research, and public service as it educates students for active citizenship and prepares them for lifelong learning and careers.

In what ways does your program advance UAF's mission?

Response:

The Social Work program graduates an average of 24 students each year from across Alaska and beyond. Currently, the program enrolls 200+ majors and contributes significantly to the College's tuition revenue. Through a "grow your own" approach, the program strengthens the state's health and social services workforce by preparing graduates to serve communities across Alaska.

The Social Work (SWK) program maintains Memoranda of Agreement (MOAs) with nearly 200 agencies throughout the state, providing students with internship opportunities that often lead to permanent employment. Approximately 28% of the program's majors identify as [REDACTED] or [REDACTED]. To further support [REDACTED] students, the program offers a Rural Social Work Cohort that emphasizes culturally and contextually relevant teaching practices, aligning with UAF's mission to serve the diverse peoples of the circumpolar North.

The mission of the SWK program rooted in core social work values, we educate generalist social work practitioners to promote the health and well-being of individuals, families, groups, organizations, and communities, emphasizing the variety and uniqueness of rural Alaska, as it interconnects with our global society. We are committed to creating a community of critical thinkers dedicated to becoming competent, culturally grounded, and environmentally conscious professionals engaged in lifelong learning and research that honors various ways of knowing.

Graduates of the program are equipped with the knowledge, skills, and values to work collaboratively with individuals and communities in times of crisis—helping them navigate challenges and develop strategies that foster resilience, health, and well-being—thereby strengthening both UAF and the state of Alaska as a whole.

How is your program related to others in the UA system?

Response:

UAF Social Work is the only online asynchronous undergraduate social work program within the University. UAA offers a BSW; however, it is only a campus program. The Social Work Rural Cohort is also closely aligned with the CIS Rural Human Services Certificate and the AAS Human Services cohort programs. The RHS Certificate articulates to the AAS Human Services and that articulates into the BA SWK.

Who are your key community or external partners?

Response:

The SWK program has a multitude of partnerships with agencies and organizations across Alaska and outside. A sample of agencies and organization are: Office of Children's Services; Resource Center for Parents & Children; Denali Daniels & Associates; Tanana Chiefs Conference; North Slope Borough School District, Fairbanks North Star Borough School District; Lower Kuskowim School District; Fairbanks Native Association; Denali Center FMH; South Central Foundation; Commonhealth Health Corporation (Saipan); University of St. Louis Missouri; Denakkanaaga Elders Program; and Northern Mariannas College in Saipan.

What role do your services courses play, if any?

Response:

How do your graduates succeed after leaving the program?

Response:

The most recent comprehensive alumni survey was conducted in 2019, with 111 graduates responding. Results indicate that program alumni are making significant contributions across Alaska and beyond. Of respondents, 38% reside in the Fairbanks North Star Borough and 35% live elsewhere in Alaska, with notable concentrations in Anchorage (7), Kodiak (5), Bethel (4), and Juneau (5). An additional 25% reside in the contiguous United States, and 2% live in Canada or British Columbia. This distribution reflects the program's reach and its role in supporting the behavioral health and social service workforce across diverse and often underserved regions.

Educational outcomes further demonstrate the program's impact. Fifty-nine percent of alumni pursued graduate education, with 83% of those earning or currently enrolled in a Master of Social Work (MSW) program. Of MSW graduates, 9% continued on to doctoral study, underscoring the program's success in preparing students for advanced professional and academic pathways.

Employment outcomes are similarly strong. Seventy-six percent of respondents reported working in the social work field, and 29% of those employed hold professional licensure (12% LBSW, 11% LMSW, and 6% LCSW). These data highlight both the program's effectiveness in preparing graduates for immediate employment and its contribution to strengthening Alaska's licensed social work workforce.

An Alumni Survey of graduating classes from 2022 through 2025 has been administered consistently six months to one year following graduation. Among the 39 respondents, 61.5% reported being currently enrolled in or having completed a Master of Social Work (MSW) program. Additionally, 7.7% had obtained licensure at the Bachelor of Social Work (BSW) level, and 54% of those surveyed six months post-graduation were employed in social work positions. Anecdotally, two graduates from the Class of 2022 have either completed or are currently pursuing a Doctorate in Social Work (DSW), and seven graduates since 2022 are licensed as MSWs or Licensed Clinical Social Workers (LCSWs).

Submitter and Collaborator Names:

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Committee Review

Program Name: Social Work – Bachelor of Arts

Academic Year 2025/2026

Overall Recommendations

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

- | | |
|---|---|
| ☐ Insufficient Narratives | ☐ Report Incomplete |
| ☐ Address Achievement Gap | ☒ Consider Curricular Revisions |
| ☐ Develop Online Offerings/
Options | ☐ Improve Time to Degree |
| ☐ Increase Enrollment | ☐ Increase Graduates |
| ☐ Increase Retention/
Persistence | ☐ Strengthen Advising Practices |
| ☒ May be asked to share | ☐ Recommendation to
University-Wide Committee |

Effective Practices

Explanation of Overall Recommendations

Response:

The program responded to the recommendations from the 2023 full-program review. The primary request, additional details on HIPs, was met. This is a strong program review, the faculty in SWK should be commended on their delivery and assessment of the program. Direct evidence will strengthen the section on continuous improvement and closing the loop.

Student Learning Outcomes Feedback

- | | |
|---|--|
| ☐ Strong | ☐ Developing |
| ☒ Requires Minor Revision | ☐ Requires Major Revision |

Student Learning Outcomes Assessment Feedback

- | | |
|---|---|
| ☒ Strong Alignment with SLOA Plan | ☒ Clear, Concise Presentation of Findings |
| ☒ Compelling Learning Story | ☐ Missing a Direct Measure |
| ☐ Missing Active Verbs | ☐ Missing Curricular Connection |
| ☐ Missing Collaboration within Department | |

SLOA Feedback Narrative:

Provided 9 SLOs, all of which have clear and well-defined procedures for assessment and implementation plan (that includes where in the program the SLO must be completed and assessed in the program). While NLOCCU recommends 3-6 SLOs for program review, SLOK has more than that to meet accreditation standards with CSLOE. The assessment plan and implementation processes for each SLO were strong; missing was the inclusion of the artifacts for assessing each SLO (they were referenced in the SLOA, should include them in the supporting documents folder). Evidence (data) on how the SLOs are being met was provided as a supplementary document. Overall, this is a strong SLOA, just need to provide the evidence for each SLO.

The program provided an overview of why there were no curricular changes. Noted was the need to assess the results of the most recent SLOA, which will reflect a program-wide revision tied to updated accreditation standards with CSLOE; it is anticipated that this will be completed (along with the collection of additional data) and reported on for the 2027 full-program review.

The program provided a brief discussion on how SLOs are reflected in the HIPs and student success data. Documenting more clearly continuous improvement and the closing of the loop are important components of the program review process, not just as an exercise, but to demonstrate that assessment results are used to make meaningful, evidence-based changes that enhance program quality and student learning. This process ensures accountability, fosters a culture of ongoing improvement, and provides clear evidence to accreditors and stakeholders that actions lead to measurable outcomes. For the full-program review in 2027, should include additional evidence to document this outcome specifically for each SLO to support the narrative overviews.

Student Success and Equity Feedback

Narrative:

The program engaged with the Student Success Dashboard, noting no disparities in the data, though additional detail would have strengthened the analysis. It clearly supports diverse student success, particularly for [REDACTED] students who benefit from the fully online format that allows them to remain in their home communities, continue working, and apply their learning locally, an approach that contributes to strong persistence and graduation rates. No equity or achievement gaps were identified and the statistics appear consistent. Cohort numbers remain steady, though the review did not outline specific strategies for further improving retention or graduation. Inclusive practices are evident in the community-centered flexibility the program offers. Overall, the program shows strong outcomes and meaningful impact across the state. For the 2027 full program review, the program, it is recommended that the program continue to showcase its student success initiatives and accomplishments.

High Impact Practices Feedback

Narrative:

The high impact practices, as noted in the overall descriptions and narrative, provided meaningful information on HIPs and student success data connecting evidence-based program design and quality into student learning outcomes. As noted in the recent recommendations section, this was a meaningful program to look at and review.

Reviewer Names: