Academic Affairs
UNIVERSITY of ALASKA ANCHORAGE

3211 Providence Drive
Anchorage, AK 99508-4614
T 907.786.1050, F 907.786.1426
www.uaa.alaska.edu/academicaffairs/

UAA Faculty Senate Academic Assessment Committee
Agenda: April 21, 2017
11:00am - 12:30pm, ADM 204
Skype for Business: Join online at https://meet.uaa.alaska.edu/macarlson/I6FZBWWQ
or Call 786-6755 and enter Conference ID 642461
(Please contact Raegan at 786-1494 or rmkelliher@alaska.edu if you have trouble connecting)

1. Approval of Agenda

2. Approval of Minutes (pgs. 4-6)

3. Vice Provost report and discussion
   - Accreditation Self-Study and Open Forums
     https://www.uaa.alaska.edu/academics/office-of-academic-affairs/institutional-self-study/index.cshtml
   - Academic Assessment Repository on SharePoint
     https://ir-reports.uaa.alaska.edu/Assessment/Pages/Default.aspx

4. Assessment Plan Reviews
   Assessment plans attached for your review. Links to the curriculum provided below.
   - 11:00: Human Services AAS/BHS and Conflict Resolution OEC, Program Representatives: Lynn Paterna, Assistant Professor of Human Services (pgs. 7-26)
     https://nextcatalog.uaa.alaska.edu/programadmin/?code=HMSV-BHS
     https://nextcatalog.uaa.alaska.edu/programadmin/?code=HMSV-AAS
     https://nextcatalog.uaa.alaska.edu/programadmin/?code=CFRS-OECERT

   - 11:30: Welding and Nondestructive Testing AAS, Welding OEC, Nondestructive Testing Technology OEC, Advanced Welding OEC, Program Representative: Jeff Libby, Director, Transportation and Power Division; James Rush, Assistant Professor, Welding and Nondestructive Testing; Greg Russo, Assistant Professor, Welding and Nondestructive Testing (pgs. 27-47)
     https://nextcatalog.uaa.alaska.edu/programadmin/?code=WTNT-AAS
     https://nextcatalog.uaa.alaska.edu/programadmin/?code=WLD-OECERT
     https://nextcatalog.uaa.alaska.edu/programadmin/?code=NDTT-OECERT
     https://nextcatalog.uaa.alaska.edu/programadmin/?code=AWEL-OECERT

   - 12:00: Dental Hygiene, BS, Program Representative: Sandra Pence, Professor, Dental Hygiene (pgs. 48-76)
     https://nextcatalog.uaa.alaska.edu/programadmin/?code=DHYG-BS

5. Academic Assessment Handbook Updates (pgs. 77-88)

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6. Informational Assessment Plan Changes
   - Clinical-Community Psychology PhD (pgs. 89-140) https://nextcatalog.uaa.alaska.edu/programadmin/?code=CLCO-DOCDEG

7. Upcoming Plans
   - Culinary Arts AAS
   - Hospitality & Restaurant Management BA
   - Economics BA – awaiting plan
   - Aviation Technology BS – awaiting plan
   - Outdoor Leadership AAS – plan in CIM, awaiting college review
   - Psychology BA/BS – awaiting plan, may be informational
   - Special Education MEd/GC – awaiting plan

8. Information Items
   - Annual Academic Assessment Survey (April 1st – June 15th) – now live, access for designated faculty through the Academic Assessment Repository on SharePoint
   - General Education Soirée – Monday and Tuesday, May 8-9th, in LIB 307 and by distance (*times TBD*) Register
   - Fall Open Forum/Assessment Seminar, Friday, September 8th

Committee Members

	Rachel Graham, Faculty Senate		Kathi Trawver, COH
	Jeff Hollingsworth, Faculty Senate		Thomas Harman, CTC
	Brian Bennett, Faculty Senate		Deborah Mole, Library
	Vacant, Faculty Senate		Holly Bell, Mat-Su
	Bill Myers, CAS		Scott Downing, KPC
	Christina McDowell, CBPP		Cynthia Falcone, Kodiak
	Vacant, COE		Craig Titus, PWSC
	Jennifer McFerran Brock, CoEng		

X = Attendance

Scheduled Meeting Dates Academic Year 2017 ***(First and third Fridays unless otherwise noted)***		
Date	**Time**	**Location**
~~9/2~~	~~11:00-12:30p~~	~~ADM 204~~
~~**9/9**~~	~~**Assessment Seminar 9:00-12:30**~~	~~**LIB 307**~~
~~9/16~~	~~11:30-1:00 (time change)~~	~~ADM 201 (room change)~~
~~10/7~~	~~11:15-12:45(time change)~~	~~ADM 204~~
~~10/21~~	~~11:15-12:30p (time change)~~	~~ADM 204~~
~~11/4~~	~~Cancelled~~	
~~11/18~~	~~Cancelled~~	

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Scheduled Meeting Dates Academic Year 2017 *(First and third Fridays unless otherwise noted)*		
Date	**Time**	**Location**
~~12/2~~	~~Cancelled~~	
~~1/20~~	~~11:00-12:30p~~	~~ADM 204~~
~~2/3~~	~~11:00-12:30p~~	~~ADM 204~~
~~2/17~~	~~Cancelled~~	
~~3/3~~	~~11:00-12:30p~~	~~ADM 204~~
~~3/17~~	~~Holiday~~	~~-~~
~~4/7~~	~~11:30-12:30p~~	~~ADM 204~~
4/21	11:00-12:30p	ADM 204
5/5	11:00-12:30p	LIB 307 (Room Change)

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UAA Faculty Senate Academic Assessment Committee
Summary: April 7, 2017
11:30am - 12:30pm, ADM 204
Skype for Business: Join online at https://meet.uaa.alaska.edu/macarlson/I6FZBWWQ
or Call 786-6755 and enter Conference ID 642461

1. Approval of Agenda
   - Approved

2. Approval of Minutes
   - Approved

3. Assessment Plan Reviews
   Assessment plans attached for your review. Links to the curriculum provided below.
   - 11:30: Accounting, AAS, Program Representatives: **Stasia Straley, Associate Professor of Accounting (ANC), Holly Bell, Associate Professor of General Business** (MSC), Kathrynn Hollis-Buchanan, Associate Professor of Business (KOD)
     https://nextcatalog.uaa.alaska.edu/programadmin/?code=ACCT-AAS

     Holly and Stasia presented the shared assessment plan for all campuses, which was built from the Mat-Su College plan. It was a very well-done example of a coordinated assessment plan.

   - 12:00: Paramedical Technology, Program Representatives: Paul Perry, Term Assistant Professor of Paramedical Technology (KPC), Dane Wallace, Term Assistant Professor of Paramedical Technology (MSC)
     https://nextcatalog.uaa.alaska.edu/programadmin/?code=PMED-AAS

     The shared assessment plan for both campuses includes 14 PSLOs, which are required by the program's specialized accreditation They have devised a 3-year plan to break up the outcomes into rotating sets.

4. Vice Provost report and discussion
   - Accreditation Self-Study and Open Forums
     https://www.uaa.alaska.edu/academics/office-of-academic-affairs/institutional-self-study/index.cshtml

   It is important for the UAA community to read and provide input on the report. The Self-Study Committee will continue to accept feedback for the summer on the report.

   - Academic Assessment Repository on SharePoint
     https://ir-reports.uaa.alaska.edu/Assessment/Pages/Default.aspx

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- The repository has been updated to include information on Academic Assessment Plans, Annual Academic Assessment Reports, and Annual Academic Assessment Surveys.

5. Academic Assessment Handbook
The committee briefly discussed the need to update the Academic Assessment Handbook. The handbook will be on the agenda for the next meeting.

6. Upcoming Plans
   - Dental Hygiene BS
   - Human Services AAS/BHS – awaiting college review
   - Culinary Arts AAS – awaiting college review
   - Hospitality and Restaurant Management BA – awaiting college review
   - Outdoor Leadership AAS – awaiting submission in CIM

7. Information Items
   - Annual Academic Assessment Survey (April 1st – June 15th) – now live, access for designated faculty through the Academic Assessment Repository on SharePoint
   - Self-Study Draft Open Forum, Friday, April 7th, 9:00-11:00 in LIB 307 and by distance Register
   - Open Forum with Robert Stein, Friday, April 14th, Morning *(time TBA)*, LIB 307 and by distance
   - GER Assessment Workshop #3: Rubric and Student Work – Friday, April 21st, 10:30-12:00 in RH 303 and by distance Register *(note date, time, and location have changed)*
   - General Education Soirée – Monday and Tuesday, May 8-9th, in LIB 307 and by distance (*times TBD*) Register
   - Fall Open Forum/Assessment Seminar, Friday, September 8th

Committee Members

X	Rachel Graham, Faculty Senate	X	Kathi Trawver, COH
-	Jeff Hollingsworth, Faculty Senate	-	Thomas Harman, CTC
X	Brian Bennett, Faculty Senate	X	Deborah Mole, Library
-	Vacant, Faculty Senate	X	Holly Bell, Mat-Su
X	Bill Myers, CAS	X	Scott Downing, KPC
-	Christina McDowell, CBPP	-	Cynthia Falcone, Kodiak
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~~3/3~~	~~11:00-12:30p~~	~~ADM 204~~
~~3/17~~	~~Holiday~~	-
4/7	11:30-12:30p (Note Time Change)	ADM 204
4/21	11:00-12:30p	ADM 204
5/5	11:00-12:30p	LIB 307 (Room Change)

UNIVERSITY of ALASKA ANCHORAGE

Human Services Associate (AAS), Bachelor (BHS) Degree Programs, and the Conflict Resolution Occupational Endorsement

Academic Assessment Plan

Adopted by

The Human Services faculty: 2017-2018

Submitted to the Academic Assessment Committee via:
ayaac@alaska.edu
March 2017

Reviewed by the Faculty Senate Academic Assessment Committee on 4/21/17
Reviewed as an information item by the Faculty Senate *TBD*

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MISSION STATEMENT

The mission of the Department of Human Services is "to provide career-focused programs preparing students as human service professionals through a competency based community oriented program blending classroom and experiential learning (2012-17 Strategic Plan) with the focus of blending practicum experience with course work leading to a readiness for employment into the community at both the AAS and BHS level.

PROGRAM STUDENT LEARNING OUTCOMES

Students graduating with AAS in Human Services will be able to:

- Apply the skills necessary to assess client's needs and develop a care plan.
- Demonstrate knowledge of the National Organization for Human Services (NOHS) Standards for Ethical Behavior to their professional work.
- Demonstrate active listening paraprofessional counseling skills.
- Apply knowledge to develop community-based human service organizations.

Students graduating with BHS in Human Services will be able to:

- Demonstrate skills in assessing need and providing services to individuals, families and groups.
- Apply the National Organization for Human Services (NOHS) Standards for Ethical Behavior to their professional work.
- Demonstrate skills in research design, data collection, and analysis.
- Effectively intervene with individuals from diverse populations.

Students graduating with Conflict Resolution Endorsement will be able to:

- Demonstrate conflict resolution skills

MEASURES

Senior Capstone Project

Classroom Role-plays

Organization Proposal

Assessment and Care Plan Skill Package

Practicum I and II Assessment and Care Plan Evaluations

Non-profit Agency Field Instructors' Evaluations for Practicum I, II, and III

PROCESS

Degree Program	Student Learning Outcome	Measure	Process
Human Services AAS Program	Apply the skills necessary to assess client's needs and develop a care plan.	Practicum I and II Assessment and Care Plan evaluations	Graded and results compiled by the professors
Human Services AAS Program	Demonstrate knowledge of the National Organization for Human Services (NOHS) Standards for Ethical Behavior to their professional work.	Field Instructors' Evaluations for Practicum I, II	Administered each semester and compiled by the Practicum Specialist
Human Services AAS Program	Demonstrate active listening paraprofessional counseling skills.	Classroom Role-plays Field Instructors' Evaluations for Practicum I, II	Graded and results compiled by the professors Administered each semester and compiled by the Practicum Specialist
Human Services AAS Program	Apply knowledge to development community-based human service organizations.	Organization Proposal	Graded and results compiled by the professor
Human Services BHS Program	Demonstrate skills in assessing need and providing services to individuals, families and groups.	Assessment and Care Plan Skill Package	Administered each semester in respective courses and graded by the Professor

Human Services BHS Program	Apply the National Organization for Human Services (NOHS) Standards for Ethical Behavior to their professional work.	Field Instructors' Evaluations for Practicum III	Administered each semester and compiled by the Practicum Specialist
Human Services BHS Program	Demonstrate skills in research design, data collection, and analysis.	Senior Capstone Project	Student completes by the end of the senior year and the Capstone Review Committee evaluates the product and presentation for a grade. Results are compiled by their professor.
Human Services BHS Program	Effectively intervene with individuals from diverse populations.	Field Instructors' Evaluations for Practicum III	Administered each semester and compiled by the Practicum Specialist
Conflict Resolution Occupational Endorsement	Demonstrate conflict resolution skills	Classroom Role-plays	Graded and results compiled by the professor

Appendix A

Field Instructor's Evaluation

Practicum Experiences Competency

Department of Human Services
Practicum Experience Competencies

The evaluation process in the practicum placement is intended to provide an opportunity for honest conversation with the student about his/her performance. In addition, the process provides feedback to the Practicum Field Instructor and the Department of Human Services about our students and their performance in a number of arenas. Comments from the Field Instructors help the student and the Practicum Instructor gain a better sense of strengths as well as areas for growth for the individual student. You do not have to comment on each item. However, we do appreciate thorough and specific feedback for our students. Please keep in mind that you should only evaluate the student on their performance THIS semester.

Name of Student: _____

Circle: Practicum I Practicum II Practicum III

Placement Agency: _____

Field Instructor: _____

Practicum Instructor: _____

Comments on Overall Experience (Provide feedback for the student, the internship program, and/or the faculty advisor):

Using the following scale, please rate the level of student competency in all areas by circling the appropriate number below the competency description:
(0) Not Applicable, (1) Never, (2) Rarely, (3) Occasionally/Sometimes, (4) Often, (5) Every time

CORE COMPETENCIES (Departmental Learning Objectives)

Attitude: The student is enthusiastic about the field of Human Services and is able and willing to cooperate with field supervisors, co-workers, other interns, and the public.

0 1 2 3 4 5

Comments:

Agency Analysis: The student is able to understand the context of the agency, i.e. the infrastructure, organization, and the contributions to community life.

0 1 2 3 4 5

Comments:

Ethical Knowledge: The student demonstrates an understanding of ethical issues and a knowledge of all ethics codes that may apply in the setting.

0 1 2 3 4 5

Comments:

Ethical Dilemmas: The student does not engage in activities that are contrary to the ethical standards and is able to use ethical decision-making when situations are not clear-cut.

0 1 2 3 4 5

Comments:

Cultural Knowledge: The student is aware of: the impact of cultural diversity (in the broadest sense of the term); their own personal culture; the various ways in which an individual's multiple aspects of identity interact.

0 1 2 3 4 5

Comments:

Cultural Sensitivity: The student is able to interact with individuals in meaningful ways that demonstrates an understanding of the impact of culture on personal style, values, perspectives and experiences**.**

0 1 2 3 4 5

Comments:

Professional Writing Skills: The student produces clear professional writing as appropriate to the placement such as grants, reports, case notes, evaluations and assessments, marketing materials, etc.

0 1 2 3 4 5

Comments:

DIRECT SERVICE DELIVERY SKILLS

Interpersonal Communication Skills: The student communicates clearly and appropriately with field supervisors, clients, co-workers, and the public.

0 1 2 3 4 5

Comments:

Accepts Feedback: The student is receptive to feedback.

0 1 2 3 4 5

Comments:

Utilizes Feedback: The student responds to feedback in a professional manner by adapting the feedback into future performance.

0 1 2 3 4 5

Comments:

Assertiveness: The student is able to initiate and communicate appropriately in individual and group settings.

0 1 2 3 4 5

Comments:

Manages Conflict: The student utilizes communication to effectively manage conflict.

0 1 2 3 4 5

Comments:

Appropriate Intervention Skills: The student is able to provide the service that is appropriate to the field placement site (for example: intake interviews, group facilitation, customer service, case management, mentoring, treatment planning, events coordination, educational presentations, fund-raising, grant writing, etc.).

0 1 2 3 4 5

Comments:

Problem Solves: The student uses critical thinking skills and applies knowledge to solve problems.

0 1 2 3 4 5

Comments:

Self-Awareness: The student is willing to examine his/her own feelings, values, and behaviors and is aware of his/her own strengths and challenges.

0 1 2 3 4 5

Comments:

Self-Care: The student actively practiced self-care by establishing boundaries, seeking support when necessary, and taking steps to lead a healthy lifestyle.

0 1 2 3 4 5

Comments:

Professionalism: The student presents him/herself in a professional manner through appropriate attire and personal grooming.

0 1 2 3 4 5

Comments:

Student Signature	**Date**
Field Supervisor Signature	**Date**

The questionnaire is courtesy of Metro State University Department of Human Services in Denver, CO

Appendix B

Capstone Project Assessment Rubric

Student:

Capstone Project Assessment Rubric

Category	Excellent (5)	Very Good (4)	Satisfactory (3)	Unsatisfactory (2 or below)	Score
Information Covered: Introduction & Background	Agency background & introduction to the project was very clearly covered. All information presented was clear, accurate & thorough.	Background & Introduction to the project was clearly covered. Most information covered was clear accurate & thorough.	Background Introduction to the project was incomplete to allow reader to put the project into context.	Background & Introduction to the project was missing or very inadequate to allow others to understand the context of the project.	
	Relevant research into similar efforts was presented to understand the project in context.	Some relevant research into similar efforts was presented although may have been incomplete.	Most information covered was clear & accurate but may not have been thorough.	Information had several inadequacies or was usually not clear.	
Project Description	All major steps involved in conducting the project were very clearly explained.	Major steps involved in conducting the project were very clearly explained although there may have been some areas where information was incomplete.	The description of the major steps involved in conducting the project was general, but may have lacked sufficient detail. There were areas where information was incomplete.	Project description was not sufficient for understanding.	
Delivery of Presentation	Presenter does a generally outstanding job in clearly communicating the project. Presenter has good voice inflection Engages the class effectively. Generates strong interest and enthusiasm for the topic.	Presenter makes very few errors in speaking or communicating; some parts may be unclear. Engages the class effectively. Presenter has good voice inflection. Generates interest and enthusiasm for the topic. Presenter may resort to reading the slides instead of talking about the material.	Presenter inconsistently effective in communicating to the class. Engagement with class may be inconsistently effective.	Presenter makes some major errors in communicating. Engagement with class may be lacking.	

Category	Excellent (5)	Very Good (4)	Satisfactory (3)	Unsatisfactory (2 or below)	Score
Student Analysis of Project	All aspects of the project are critically reflected upon with respect to what was learned and value of the project for the organization. Particular attention was given to what would have made the project more successful; next steps to follow- up; etc. Very thoughtful reflection on the project shared with class. Conclusion clearly and effectively stated.	All or almost all aspects of the project are critically reflected upon with respect to what was learned and value of the project for the organization. Inconsistent attention was given to what would have made the project more successful; next steps to follow- up; etc. Generally thoughtful reflection on the project shared with class. Conclusion generally clearly and effectively stated.	Most aspects of the project are reflected upon although depth; clarity and breadth may be lacking. Attention to what would have made the project more successful; next steps to follow- up; was inadequate/ incomplete. Some reflection on the project is evident and shared with class, although this may demonstrate insufficient elaboration. Some conclusions stated, but these may be incompletely formulated.	Some aspects of the presentation are not well prepared. Some aspects are not understood by the presenter. Attention to what would have made the project more successful; next steps to follow- up; was lacking. Reflection on the project, conclusions, etc. are missing or very incomplete.	
Overall Project Quality	All aspects of the project are very well organized. Project is comprehensive and the final project is professional quality.	Overall, the project is very well organized. There may be a few aspects of the project that are somewhat inconsistent in quality, although overall the project is professionally done.	Organization of the project may be inconsistent, some aspects of the project are not thoroughly covered. Quality of the overall project is inconsistent.	Definite organizational problems. Quality of the overall project is not what is expected of a professional work.	

Appendix C

Organization Proposal Rubric

Organization Proposal Rubric
100 points total

Student_____

Category	Excellent (15)	Good (12)	Satisfactory (11)	Unsatisfactory (9)	Score
Mission Statement	All information presented was clear, accurate, and thorough	Most information presented was clear, accurate and thorough	Most information presented satisfactorily but items missing	Most information was NOT well organized and many items missing	
Goals/Objectives	All information was well organized and complete	Most information was organized with some items missing	Most information presented satisfactorily but items missing	Most information was NOT well organized and many items missing	
Org. Hierarchy	All information was well organized and complete	Most information was organized with some items missing	Most information presented satisfactorily but items missing	Most information was NOT well organized and many items missing	
Staff	All information was well organized and complete	Most information was organized with some items missing	Most information presented satisfactorily but items missing	Most information was NOT well organized and many items missing	
Programs/Services	All information was well organized and complete	Most information was organized with some items missing	Most information presented satisfactorily but items missing	Most information was NOT well organized and many items missing	
Collaborative agencies	All information was well organized and complete	Most information was organized with some items missing	Most information presented satisfactorily but items missing	Most information was NOT well organized and many items missing	
	Excellent (10)	Good (8)	Satisfactory (6)	Unsatisfactory (4)	
Spelling, Punctuation, Grammar	Zero Errors	4 errors	6 errors	10 errors	
				Total:	

Appendix D

Active Listening Skills Rubric

Active Listening Skills Rubric

Student_____Date_____

___

Category	Excellent (3)	Good (2)	Satisfactory (1)	Unsatisfactory(0)	Score
Attending	**Often** demonstrated open posture open, eye contact, head nods appropriate while listening, focusing on what client is saying	**Sometimes** demonstrated open posture eye contact, head nods while listening, focusing on what client is saying	**Seldom used** posture open with some eye contact and head nods while listening, focusing on what client is saying	**Did not** demonstrate any attending skills	
Clarifying	**Often** brought vague material into sharper focus by admitting confusion, asking for clarification, or an illustration	**Sometimes** brought vague material into sharper focus by admitting confusion, asking for clarification, or an illustration	**Seldom** brought vague material into sharper focus by admitting confusion, asking for clarification, or an illustration	**Did not** use clarifying skills	
Reflecting Feelings	**Often** reflected vaguely expressed feelings from body cues, words, to assist client to own their feelings	**Sometimes** reflected vaguely expressed feelings from body cues, words, to assist client to own their feelings	**Seldom** reflected vaguely expressed feelings from body cues, words, to assist client to own their feelings	**Did not** reflect vaguely expressed feelings from body cues, words, to assist client to own their feelings often	
Reflecting Content	**Often** repeated in fewer and fresher words the essential ideas of the client may be expressing with difficulty	**Sometimes** repeated in fewer and fresher words the essential ideas of the client may be expressing with difficulty	**Seldom** repeated in fewer and fresher words the essential ideas of the client may be expressing with difficulty	**Did not** repeat in fewer and fresher words the essential ideas of the client may be expressing with difficulty	
Using Open Questions	**Often** used open questions to help client expand on issues	**Sometimes** used open questions to help client expand on issues	**Seldom** used open questions to help client expand on issues	**Did not** use open questions to help client expand on issues	
Summarizing	**Strongly** tied together into one statement several ides and feelings of the client's at the end of a discussion or interview	Moderately tied together into one statement several ides and feelings of the client's at the end of a discussion or interview	**Weakly** summarized at the end of the interview	**Did not** end the session with clarification	
Total Points					

Appendix E

Conflict Resolution Skills Rubric

Conflict and Collaborative Systems Skills Rubric

Student_____Date_____

___

Category	Excellent (3)	Good (2)	Satisfactory (1)	Unsatisfactory(0)	Score
Define & Apply General Systems Theory	**Often** demonstrated understanding of Systems Theory and it's relation to Conflict and Collaboration	**Sometimes** demonstrated understanding of Systems Theory and it's relation to Conflict and Collaboration	**Seldom used** demonstrated understanding of Systems Theory and it's relation to Conflict and Collaboration	**Did not** demonstrate any ability to describe or apply Systems Theory in relation to Conflict and Collaboration	
Define & apply Family Systems Theory to Conflict in family	**Often** demonstrated understanding of Family Systems Theory and applied it to conflict and collaboration within the family structure	**Sometimes** demonstrated understanding of Family Systems Theory and applied it to conflict and collaboration within the family structure	**Seldom** demonstrated understanding of Family Systems Theory and applied it to conflict and collaboration within the family structure	**Did not** demonstrate any ability to describe or apply Family Systems Theory in relation to Conflict & Collaboration	
Identify and define conflict and the path leading to conflict	**Often** identify potential issues leading to conflict, circumstances and behaviors that lead to conflict and the reasons behind that conflict	**Sometimes** identify potential issues leading to conflict, circumstances and behaviors that lead to conflict and the reasons behind that conflict	**Seldom** identify potential issues leading to conflict, circumstances and behaviors that lead to conflict and the reasons behind that conflict	**Did not** identify potential issues/behaviors/circumstances leading to conflict and/or the reasons behind the conflict	
Demonstrate basic conflict resolution and communication skills	**Often** displays ability to recognize and address conflict with appropriate and professional communication skills	**Sometimes** displays ability to recognize and address conflict with appropriate and professional communication skills	**Seldom** displays ability to recognize and address conflict with appropriate and professional communication skills	**Did not** displays ability to recognize and address conflict with appropriate and professional communication skills	
Recognize, define and describe Conflict Avoidance	**Often** displays ability to recognize, define and describe Conflict	**Sometimes** displays ability to recognize, define and describe Conflict Avoidance	**Seldom** displays ability to recognize, define and describe Conflict Avoidance	**Did not** display ability to recognize, define and describe Conflict Avoidance	

	Avoidance				
Describe global peacemaking within conflict and collaboration model and within social change	**Strongly** tied together the theories learned in class and applied them to global peacemaking within collaboration, conflict and social change	**Moderately** tied together the theories learned in class and applied them to global peacemaking within collaboration, conflict and social change	**Weakly** tied together the theories learned in class and applied them to global peacemaking within collaboration, conflict and social change	**Did not** tie together the theories learned in class and applied them to global peacemaking within collaboration, conflict and social change	
Total Points					

UNIVERSITY of ALASKA ANCHORAGE

Welding & Nondestructive Testing Technology

Academic Assessment Plan

Adopted by

The Welding & Nondestructive Testing Technology Faculty: April 2017

Submitted to the Academic Assessment Committee via:
ayaac@uaa.alaska.edu
April 03, 2017
Reviewed by the Academic Assessment Committee 4/21/15
Reviewed as an information item by the Faculty Senate *TBD*

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MISSION STATEMENT

The mission of the Welding and Nondestructive Testing Technology program is to provide relevant technical training and industry recognized credentials for individuals aspiring toward careers in the welding and nondestructive testing workforce.

PROGRAM INTRODUCTION

The program offers three Occupational Endorsement Certificates (OEC's): Welding, Nondestructive Testing, and Advanced Welding. The UAA program also offers an Associate of Applied Science (AAS) degree in Welding and Nondestructive Testing Technology. Curriculum for the three OEC's are embedded within the AAS degree.

In order to receive the AAS degree, students must complete the General Course Requirements for Associate of Applied Science degrees. Program instruction includes both consumable and non-consumable electrode welding and cutting processes. Learning objectives center on print reading and metallurgy, welding inspection, destructive and nondestructive testing methods, written and oral communications, and mathematics. These courses provide the student with industry-standard skills developed through classroom training and practical application, with emphasis placed on developing the skills necessary to obtain industry-level qualifications and or certifications in welding and nondestructive testing. Industry recognized welding qualifications are offered in the majority of the course offerings. The program also offers industry recognized Nondestructive Testing certifications in Liquid Penetrant (PT) and Magnetic Particle Testing (MT), Ultrasonic Testing (UT), and Radiographic Testing (RT).

Industrial welding technician students develop manual skills in the four primary welding and three thermal cutting processes. Students also gain a wide range of technical knowledge in welding application, procedure/welder qualification, reading plans and specifications, and applied metallurgy. American Welding Society (AWS) and American Petroleum Institute (API) welder qualification tests are administered as prescribed in AWS D1.1/D1.1M, API 1104, or American Society for Mechanical Engineers (ASME) BPVC, Section IX welding codes.

Qualifications and certifications offered in these courses and throughout this program support specific welding and nondestructive testing practices that are recognized by the oil and gas, maritime, manufacturing, construction and mining industries. All AWS and API qualification tests that meet standardized code requirements are conducted by UAA faculty, who also are AWS Certified Welding Inspectors (CWI) and or API Tank Inspectors.

Nondestructive Testing Technology students examine metallic components or weldments to locate and evaluate discontinuities by learning to apply PT, MT, ET, RT and UT test methods. Student qualification in each NDT method is based on general, specific and practical examinations administered as prescribed in the American Society for Nondestructive Testing (ASNT) Recommended Practice No. SNT-TC-1A.

ASSESSMENT PROCESS INTRODUCTION

This document defines the expected student learning outcomes for the Welding Occupational Endorsement Certificate, Advanced Welding Occupational Endorsement Certificate, Nondestructive Testing Occupational Endorsement Certificate, and Associate of Applied Science in Welding and

Nondestructive Testing Technology degree. It outlines a plan for assessing the achievement of the stated outcomes.

The program currently is aligning itself toward national accreditation from the AWS, ASNT, and the API. The outcomes and nature of the assessment strategies are based on industry qualifications presented in specific courses. The assessment plan reflects these strategies and is based on the findings from various meetings with the program's advisory board, faculty and staff as well as external partners. Discussions with these stake-holders focus on broader welding and nondestructive testing practices that are important for student employment purposes and the program's desire to become a pipeline for the state's entry-level workforce needs.

Program objectives are designed to produce graduates who can apply programmatic knowledge and continuously develop new skills for long-term career development, including in the design and manufacturing, specification and testing, installation, operation, maintenance, and documentation of welded structures and products. Selected outcomes are designed to support and compliment the GER outcomes for the university.

PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the Welding OEC, students will:

- Demonstrate hazard assessment and best safety practices.
- Demonstrate entry-level technical skills in welding.
- Demonstrate introductory knowledge of the interrelationship between metallurgy and welding.
- Demonstrate effective oral and written communication.
- Demonstrate application of mathematical formulas as applied in the welding field.

Upon completion of the Nondestructive Testing OEC, students will:

- Demonstrate hazard assessment and best safety practices.
- Demonstrate entry-level technical skills in welding and nondestructive examination.
- Demonstrate technical knowledge of the interrelationship between metallurgy and inspection processes.
- Demonstrate advanced forms of effective oral and written communication.
- Demonstrate application of advanced mathematical computations as applied in the inspection and nondestructive examination fields.

Upon completion of the Advanced Welding OEC, students will:

- Demonstrate hazard assessment and best safety practices.
- Demonstrate enhanced levels of technical skills in welding.
- Demonstrate intermediate knowledge of the interrelationship between metallurgy, welding and inspection processes.
- Demonstrate advanced forms of effective technical, oral, and written communication.
- Demonstrate application of advanced mathematical formulas and computations as applied in the welding and inspection fields.

Upon completion of the Associate of Applied Science in Welding and Nondestructive Testing Technology degree, students will:

- Demonstrate hazard assessment and best safety practices.
- Demonstrate advanced technical skills that meet published industry standards in the welding and nondestructive examination fields.
- Demonstrate advanced technical knowledge of the interrelationship between metallurgy, welding and inspection processes.
- Demonstrate advanced forms of effective technical, oral, and written communication.
- Demonstrate application of advanced mathematical formulas and computations as applied in the welding, inspection and nondestructive examination fields.

MEASURES

Welding OEC

Industry approved qualification tests are integrated in each of the corresponding courses in this program. Students are required to pass a minimum of one complete welder qualification test in order to complete this OE. Qualification tests are conducted by UAA faculty who are AWS Certified Welding Inspectors.

In addition to those items listed above, other measures utilized in this program include the following: Safety assessments, lab projects, hands-on exams, classroom-based assignments and written exams, projects, and final reports (See Table 1, Appendix H).

Nondestructive Testing OEC

Three national certifications and letters approved by the ASNT have been integrated into the nondestructive testing inspection OE program. In order to complete this program, students are required to demonstrate proficiency in a minimum of two ASNT recognized nondestructive examination methods. Proficiency is achieved only by passing exams in each of the following categories for a given method: General (written), Specific (written), Practical (hands-on). Testing is conducted for student certification in each method by qualified UAA faculty, who are certified in the area of nondestructive testing being taught

ASNT recognizes UAA as an approved training center for nondestructive testing technicians in accordance with ANSI/ASNT CP-105, “ASNT Standard Topical Outlines for Qualification of Nondestructive Testing Personnel.” Qualified faculty issue examinations in WELD A261, WELD A262, WELD A263, and WELD A264 based on the standards set forth by the ASNT in accordance with ANSI/ASNT CP-106, “Nondestructive Testing - Qualification and Certification of Personnel.” The UAA letters of completion offered for eligible students are recognized nationally and required for individuals to advance beyond the “Trainee” level in this field.

In addition to those items listed above, other measures utilized in this program include the following: Safety assessments, lab projects, hands-on exams, classroom-based assignments and written exams, projects, and final reports (See Table 2, Appendix H).

Advanced Welding OEC

Industry approved qualification tests are integrated in each of the corresponding courses in this program. Students are required to pass a minimum of two complete welder qualification tests in order

to complete this OE. Qualification tests are conducted by UAA faculty who are AWS CWIs and or API Tank Inspectors

In addition to those items listed above, other measures utilized in this program include the following: Safety assessments, lab projects, hands-on exams, classroom-based assignments and written exams, projects, and final reports (See Table 3, Appendix H).

Associate of Applied Science Degree in Welding and Nondestructive Testing Technology

For eligible welding students, industry qualifications offered are recognized by the AWS, API, or the ASME, and have been integrated into most of the program courses. Industrial welding technician students must pass a minimum of three (3) separate all-position, industry-level welder qualification tests approved by the AWS and API in order to complete the AAS degree. Welding practical performance qualification tests are conducted by UAA faculty members that are certified as either an AWS CWI or API Tank Inspector (See Table 4, Appendix H).

Nondestructive Testing technician students must pass a minimum of two (2) separate industry-level NDT method certification tests approved by the ASNT in order to complete the AAS degree. UAA's certified welding and nondestructive testing faculty issue examinations based on published standards set forth by ASNT. Nondestructive testing certifications are recognized by ASNT. ASNT recognizes UAA as an approved training center for nondestructive testing technicians. The UAA letters of completion offered for eligible students within the nondestructive testing courses are recognized nationally and required for individuals to advance beyond the "Trainee" level in this field.

In addition to all items listed above for the AAS degree, other measures utilized in this program include the following: Safety assessments, lab projects, hands-on exams, classroom-based assignments and written exams, projects, and final reports (See Table 4, Appendix H).

APPENDIX A:
GENERAL OUTCOMES & MEASURES

Student Learning Outcomes	Measures					
	ASNT National Certif. General Exams	ASNT National Certif. Specific Exams	ASNT National Certif. Practical Exams	AWS Code Qualification Practical Exams	API Code Qualification Practical Exams	Summative Measures
Entry-Level technical skills in welding and nondestructive examination.	**X**	**X**	**X**	**X**	**X**	**X**
Technical knowledge of the interrelationship between metallurgy, welding, and inspection processes.	**X**	**X**	**X**	**X**	**X**	**X**
Hazard assessment and best safety practices to avoid exposing themselves or others to risk of injury and avoiding damage to equipment.	**X**	**X**	**X**	**X**	**X**	**X**
Effective oral and written communication with other employees, customers, and management.	**X**	**X**	**O**	**O**	**O**	**X**
Application of mathematical formulas as applied in the welding, inspection, and nondestructive testing field.	**X**	**X**	**O**	**O**	**O**	**X**

X = Measure is used to assess the associated Student Learning Outcome
O = Measure is not used to assess the associated Student Learning Outcome

APPENDIX B:
ASNT NATIONAL CERTIFICATION WRITTEN EXAMS

Measuring Description:
This is a national certification written exam distributed by the ASNT. The program has utilized these exams since 1996 and find them to be reliable and valid. The need for competent personnel to perform NDT tasks is paramount in all industries. In order to determine competency, systems have been devised to ensure that NDT personnel have the proper training, have passed written and practical examinations, and have enough experience to properly perform NDT tasks using the applicable test method or technique. Personnel that have met all three of these requirements are said to be "qualified," and once qualified they can be certified, which is defined in several different ways under the various NDT systems.

Written exams are administered in each of the following NDT testing, or examination, concentrations: PT, MT, UT, RT and RT Safety. Each exam is 120 questions, all in multiple-choice format. The exam tool is sent to the instructor and must be strictly proctored. Exams are graded by ASNT approved and certified program faculty.

Attachments of the exam tools have not been provided because they are the property of the ASNT.

How to interpret the data collected:
For both program objectives and student learning outcomes, the data provides very accurate results. Tests are administered and scored internally. Result data is known within 1-2 days after the exams are administered. Analysis is based on reflection by program faculty and is used as a tool in guiding future instructional methodologies as needed.

The exam results also provide data that allows UAA student scores to be compared to national scores.

APPENDIX C:
ASNT NATIONAL CERTIFICATION SPECIFIC EXAMS

Measuring Description:
This is a national certification exam distributed by the ASNT. The program has utilized these exams since 1996 and find them to be reliable and valid. The need for competent personnel to perform NDT tasks is paramount in all industries. In order to determine competency, systems have been devised to ensure that NDT personnel have the proper training, have passed written and practical examinations, and have enough experience to properly perform NDT tasks using the applicable test method or technique. Personnel that have met all three of these requirements are said to be "qualified," and once qualified they can be certified, which is defined in several different ways under the various NDT systems.

Specific exams are administered in each of the following NDT testing, or examination, concentrations: PT, MT, UT, RT and RT Safety. Each exam is 120 questions and are topically concentrated in each NDT area, specifically, listed above. The exam tool is sent to the instructor and must be strictly proctored. Exams are graded by ASNT approved and certified program faculty.

Attachments of the exam tools have not been provided because they are the property of the ASNT.

How to interpret the data collected:
For both program objectives and student learning outcomes, the data provides very accurate results. Tests are administered and scored internally. Result data is known within 1-2 days after the exams are administered. Analysis is based on reflection by program faculty and is used as a tool in guiding future instructional methodologies as needed.

The exam results also provide data that allows UAA student scores to be compared to national scores.

APPENDIX D:
ASNT NATIONAL CERTIFICATION PRACTICAL EXAMS

Measuring Description:
This is a national certification practical exam distributed by the ASNT. The program has utilized these practical exams since 1996 and find them to be reliable and valid. The need for competent personnel to perform NDT tasks is paramount in all industries. In order to determine competency, systems have been devised to ensure that NDT personnel have the proper training, have passed written and practical examinations, and have enough experience to properly perform NDT tasks using the applicable test method or technique. Personnel that have met all three of these requirements are said to be "qualified," and once qualified they can be certified, which is defined in several different ways under the various NDT systems.

Practical exams are administered in each of the following NDT testing, or examination, concentrations: PT, MT, UT, RT and RT Safety. Each exam is hands-on and laboratory-based. Students completing these exams also must complete a well-written, technical report of the results of the practical examination experience. While program faculty have flexibility to vary specific components of the test method or technique being assessed, ASNT must approve these exams.

Practical exams are administered in strict accordance with ANSI/ASNT CP-106 (or most current) code. The exam tool must be strictly proctored and graded by ASNT certified program faculty.

How to interpret the data collected:
For both program objectives and student learning outcomes, the data provides very accurate results. Tests are administered and scored internally. Result data is known within 1-2 days after the exams are administered. Analysis is based on reflection by program faculty and is used as a tool in guiding future instructional methodologies as needed.

The exam results also provide data that allows UAA student practical exam passage rates to be compared to those on a national level for similar programs.

APPENDIX E:
AWS CODE QUALIFICATION PRACTICAL EXAMS

Measuring Description:
This is a national qualification practical exam approved by the AWS. The program has utilized these practical exams since 1996 and find them to be reliable and valid. AWS regularly monitors the performance of all exams to ensure the validity of exam results. The mission of AWS is to advance the science, technology, and application of welding and allied joining and cutting processes worldwide.

AWS qualifications are industry-recognized credentials that validate our program students' knowledge and enhance their credibility across multiple industries. The need for well-trained personnel to perform AWS tasks in the field is of paramount importance. Students passing our AWS qualification practical exams demonstrate to colleagues, employers, business partners, and customers that they possess the skills necessary to use AWS in a variety of high skill, high demand areas.

Practical exams are administered for each of the following AWS approved common welding types, or methods: Shielded Metal Arc Welding (SMAW), Gas Metal Arc Welding (GMAW), Flux Cored Arc Welding-Self Shielded (FCAW-S), Flux Cored Arc Welding-Gas Shielded (FCAW-G), Gas Tungsten Arc Welding (GTAW). Each exam is hands-on and laboratory-based. Practical exams are administered in strict accordance with AWS D1.1/D1.1 and AWS D1.2 (or most current) codes. The exam tool must be strictly proctored and graded by program faculty that are AWS CWIs.

How to interpret the data collected:
For both program objectives and student learning outcomes, the data provides very accurate results. Tests are administered and scored internally. Result data is known within 1-2 days after the exams are administered. Analysis is based on reflection by program faculty and is used as a tool in guiding future instructional methodologies as needed.

The exam results also provide data that allows UAA student practical exam passage rates to be compared to those on a national level for similar programs.

APPENDIX F:
API CODE QUALIFICATION PRACTICAL EXAMS

Measuring Description:
This is a national qualification practical exam approved by the API. The program has utilized these practical exams since 1996 and find them to be reliable and valid. API regularly monitors the performance of all exams to ensure the validity of exam results. The API serves as the country's foremost trade association for the oil and natural gas industries. API also maintains certification programs for producers, drillers, refiners and other petroleum workers. Within these programs, API welding certification tests the skills of pipeline welders and ensures that they follow safety standards. API welding qualification and certification focuses on assessing pipeline welders or welders who work on large-scale petroleum transferring pipe systems such as the Alaska Pipeline. This also pertains to welders that work on petroleum vessels, including oil storage tanks and carbon dioxide spheres used in the oil and gas industries.

API welding qualification revolves around the API 1104 code. API 1104 details welding procedures for welds with filler-metal, explains design and prep techniques for joint and production welding and provides instructions for automatic welding procedures without the use of filler metals. API qualifications are industry-recognized credentials that validate our program students' knowledge and enhance their credibility across multiple industries. The need for well-trained personnel to perform API tasks in the field is of paramount importance. Students passing our API qualification practical exams demonstrate to colleagues, employers, business partners, and customers that they possess the skills necessary to use API in a variety of high skill, high demand areas.

Practical exams are administered for the following API approved common welding type, or method: SMAW. Each exam is hands-on and laboratory-based. Practical exams are administered in strict accordance with API 1104 (or most current) code. The exam tool must be strictly proctored and graded by program faculty that are AWS CWIs or API Tank Inspectors.

How to interpret the data collected:
For both program objectives and student learning outcomes, the data provides very accurate results. Tests are administered and scored internally. Result data is known within 1-2 days after the exams are administered. Analysis is based on reflection by program faculty and is used as a tool in guiding future instructional methodologies as needed.

The exam results also provide data that allows UAA student practical exam passage rates to be compared to those on a national level for similar programs.

APPENDIX G:
SUMMATIVE MEASURES

Measuring Description:
Summative assessments are used by the program to evaluate, measure, and document the academic readiness, learning progress, and skill acquisition of students. Program faculty strongly support a variety of assessment types that support student scholarship throughout the learning process.

Summative assessments are utilized to identify both concepts and technical skills that students are struggling with, and student learning outcomes not yet achieved. Program faculty use this knowledge to make needed adjustments in lessons, instructional techniques, as well as to provide academic support that target these areas. These assessments also provide important feedback to students on an individual basis related to areas needing improvement in performance.

As a subset of inquiry learning, program faculty integrate a variety of project-based learning assessment tools through laboratory experiments and final projects, written technical reports, and presentations. Each of these allow students to become more engaged in learning when they are given the opportunity to dig into challenging, complex, and even 'messy' problems that more closely resemble real-life in their chosen field. While these measures can vary widely in scope and subject matter, they also place the student into an active learning role, including as the problem-solver, decision-maker, investigator, or documentarian.

Summative assessments, including project-based learning opportunities, encourage active inquiry and higher-level thinking. These stem from challenging questions that cannot be answered by rote learning alone. Students are provided opportunities to acquire enhanced understanding of the 'how, what, when and why' of classroom-based technical knowledge through meaningful problem-solving activities and investigations that culminate in authentic projects, and products. Key objectives of this form of measurement include different levels of student inquiry and, ultimately, the construction of new knowledge by the students. Students typically choose what course-related topic to study through projects, reports, and presentations. Because they design these projects, students pursue topics of interest that also engage their curiosity. In this way, students may investigate topics not originally identified by the faculty member as a learning goal.

Benefits of this measurement tool include the following: Increased attendance; access to a broader range of learning opportunities; opportunities to develop complex skills, such as higher-order thinking and problem-solving skills, collaborating, and communication; academic gains.

Factors that affect the collected data:
Program students are not required to complete a technical writing course, nor are they required to complete a communications course geared toward public speaking or presentations. Finally, program students are not required to complete a mathematics course above MATH 105. There are concerns that compiled data may be skewed using this measurement because some students may not be good at technical writing, work well in groups, exhibit project presentation anxiety, or possess the necessary math skills required for a number of courses in the program.

Program faculty currently do not collaborate with colleagues outside of the Transportation & Power Division to develop interdisciplinary project or report ideas. On a program level, integration of technology where appropriate also has not been a consistent feature of this measurement tool.

How to interpret the data:

The overall objective is to determine if student learning outcomes are being met for each of our courses. To determine this, data is reviewed by individual course faculty to determine the progress of each student, and the overall progress of each class as a whole. This information then is analyzed by program faculty to assess possible revisions in teaching methodologies and, if needed, curriculum revision. For both program objectives and student learning outcomes, the data provides very accurate results.

APPENDIX H:
INDIVIDUAL PROGRAM MEASURES

Table 1: Welding Occupational Endorsement
(*Industry Qualification Approved for Eligible Students)

Course Description	Measures	Industry Standard/Code(s)
WELD A112: Shielded Metal Arc Welding	*SMAW 3F, 4F	AWS D1.1/D1.1 (Most Current)
WELD A157: Technical Drawings for Welders	Summative assessments, including project-based learning, written technical reports, laboratory experiments, and presentations	N/A
WELD A161: Gas Metal Arc Welding	*2G, 3G, 4G GMAW	ASME BPVC, Section IX (Most Current)
WELD A162: Flux Cored Arc Welding	*3G, 4G 1" FCAW-S *3G, 4G .375" FCAW-S *3G, 4G, 1" FCAW-G *3G, 4G .375" FCAW-G	AWS D1.1/D1.1 (Most Current)
WELD A174: Gas Tungsten Arc Welding	*GTAW-3 1G Aluminum *GTAW-2 1G Stainless *GTAW-1 1G Carbon Steel	AWS D1.2 ASME BPVC, Section IX (Most Current)

Table 2: Nondestructive Testing Occupational Endorsement
(*Industry Qualification & Certification Approved for Eligible Students)

Course Description	Measures	Industry Standard/Code(s)
WELD A112: Shielded Metal Arc Welding	*SMAW 3F, 4F	AWS D1.1/D1.1 (Most Current)
WELD A261: Ultrasonic Testing	*Letter Equivalent to the ASNT Recommended Practice Exam	ANSI/ASNT CP-106 ASNT-SNT-TC-1A (Most Current)
WELD A262: General Nondestructive Testing	*Letter Equivalent to the ASNT Recommended Practice Exam	ANSI/ASNT CP-106 ASNT-SNT-TC-1A (Most Current)
WELD A263: Radiographic Testing WELD A264: Safety/Radiographic Testing	*Letter Equivalent to the ASNT Recommended Practice Exam	ANSI/ASNT CP-106 ASNT-SNT-TC-1A (Most Current)

Table 3: Advanced Welding Occupational Endorsement Industry Qualification List
(*Industry Qualification Approved for Eligible Students)

Course Description	Measures	Industry Standard/Code(s)
Weld A112: Shielded Metal Arc Welding	*SMAW 3F, 4F	AWS D1.1/D1.1 (Most Current)
Weld A114: Welding of High Strength Steels	*SMAW 3G, 4G 1" *SMAW 3G, 4G .375"	AWS D1.1/D1.1 (Most Current)

Weld A117: Basic Pipefitting	Summative assessments, including project-based learning, written technical reports, laboratory experiments, and presentations	N/A
WELD A121: Pipe Vertical-Down SMAW	*6G *6G Combo	API 1104 (Most Current)
WELD A122: Pipe Welding Vertical-Up SMAW	*API 6.3 Unlimited	API 1104 (Most Current)

Table 4: Associate of Applied Science in Welding and Nondestructive Testing Technology
(*Industry Qualification & Certification Approved for Eligible Students)

Course Description	Measures	Industry Standard/Code(s)
WELD A112: Shielded Metal Arc Welding	*SMAW 3F, 4F *SMAW 3G, 4G 1" *SMAW 3G, 4G .375"	AWS D1.1/D1.1 (Most Current)
WELD A117: Basic Pipefitting	Summative assessments, including project-based learning, written technical reports, laboratory experiments, and presentations	N/A
WELD A121: Pipe Vertical-Down SMAW	*6G *6G Combo	API 1104 (Most Current)
WELD A122: Pipe Welding Vertical-Up SMAW	*API 6.3 Unlimited	API 1104 ASME BPVC, Section IX (Most Current)
WELD A157: Technical Drawings for Welders	Summative assessments, including project-based learning, written technical reports, laboratory experiments, and presentations	N/A
WELD A161: Gas Metal Arc Welding	*2G, 3G, 4G GMAW	ASME BPVC, Section IX (Most Current)
WELD A162: Flux Cored Arc Welding	*3G, 4G 1" FCAW-S *3G, 4G .375" FCAW-S *3G, 4G, 1" FCAW-G *3G, 4G .375" FCAW-G	AWS D1.1/D1.1 (Most Current)
WELD A174: Gas Tungsten Arc Welding	*GTAW-3 1G Aluminum *GTAW-2 1G Stainless *GTAW-1 1G Carbon Steel	AWS D1.2 ASME BPVC, Section IX (Most Current)
WELD A261: Ultrasonic Testing	*Letter Equivalent to the ASNT Recommended Practice Exam	ANSI/ASNT CP-106 ASNT-SNT-TC-1A (Most Current)
WELD A262: General Nondestructive Testing	*Letter Equivalent to the ASNT Recommended Practice Exam	ANSI/ASNT CP-106 ASNT-SNT-TC-1A (Most Current)
WELD A263: Radiographic Testing Safety WELD A264: Radiographic Testing	*Letter Equivalent to the ASNT Recommended Practice Exam	ANSI/ASNT CP-106 ASNT-SNT-TC-1A (Most Current)

WELD A281: Weld Inspection & Code Review	Summative assessments, including project-based learning, written technical reports, laboratory experiments, and presentations	N/A
WELD A287: Metallurgy Applications	Summative assessments, including project-based learning, written technical reports, laboratory experiments, and presentations	N/A

APPENDIX I:
COURSE SUMMARIES

WELD A112 includes industry recognized qualifications in Shielded Metal Arc Welding (SMAW) at both the 3F and 4F certification levels for eligible students. These qualifications are in accordance with the standards set forth by AWS D1.1/D1.1 "Structural Welding Code – Steel."

WELD A114 includes industry recognized qualifications in Shielded Metal Arc Welding (SMAW) at both the 3G and 4G Unlimited certification levels for eligible students. These qualifications are in accordance with the standards set forth by AWS D1.1/D1.1 "Structural Welding Code – Steel."

WELD A117 includes a variety of measures utilized by course instructors to track concept/content mastery and student learning outcomes through formative (individual daily/weekly assignments and quizzes), interim (periodic small group exercises and classroom exams), and summative (unit and final exams, capstone projects) assessments.

Both WELD A121 and Weld A122 are focused on pipe welding. Industry qualifications are provided to eligible students who successfully pass examinations given by certified faculty members. Qualifications awarded meets the standards set forth by API 1104: "Standard for Welding Pipelines and Related Facilities" and ASME BPVC, Section IX.

WELD A157 includes a variety of measures utilized by course instructors to track concept/content mastery and student learning outcomes through formative (individual daily/weekly assignments and quizzes), interim (periodic small group exercises and classroom exams), and summative (unit and final exams, capstone projects) assessments.

WELD A161 includes industry recognized qualifications in Gas Metal Arc Welding (GMAW) for 2G, 3G, and 4G for eligible students. Testing procedures and student qualifications are based on American Society for Mechanical Engineers (ASME) Boiler and Pressure Vessel Code (BPVC), Section IX.

WELD A162 includes industry recognized qualifications for eligible students in Flux Cored Arc Welding that meets the standards of AWS D1.1/D1.1 "Structural Welding Code – Steel."

WELD A174 includes industry recognized qualifications for eligible students in Gas Tungsten Arc Welding that meet the requirements of both AWS D1.1/D1.1 "Structural Welding Code – Steel" and American Society for Mechanical Engineers (ASME) Boiler and Pressure Vessel Code (BPVC), Section IX.

WELD A261, WELD A262, WELD A263, and WELD A264 meet training and certification requirements for the ASNT under both ANSI/ASNT CP-105, "ASNT Standard Topical Outlines for Qualification of Nondestructive Testing Personnel" and ANSI/ASNT CP-106, "Nondestructive Testing - Qualification and Certification of Personnel." ASNT recognizes UAA as an approved training center for nondestructive testing technicians in accordance with ANSI/ASNT CP-105, "ASNT Standard Topical Outlines for Qualification of Nondestructive Testing Personnel.". UAA's certified welding faculty issue examinations in WELD A261, WELD A262, WELD A263, and WELD A264 based on the standards set forth by the ASNT in accordance with ANSI/ASNT CP-106, "Nondestructive Testing - Qualification and Certification of Personnel." The UAA letters of completion offered for eligible students are recognized nationally and required for individuals to advance beyond the "Trainee" level in this field.

WELD A281 includes a variety of measures utilized by course instructors to track concept/content mastery and student learning outcomes through formative (individual daily/weekly assignments and quizzes), interim (periodic small group exercises and classroom exams), and summative (unit and final exams, capstone projects) assessments.

WELD A287 includes a variety of measures utilized by course instructors to track concept/content mastery and student learning outcomes through formative (individual daily/weekly assignments and quizzes), interim (periodic small group exercises and classroom exams), and summative (unit and final exams, capstone projects) assessments.

APPENDIX J:
INDUSTRY STANDARD & CODE SUMMARY

ANSI/ASNT CP-105: "RECOMMENDED PRACTICE NO. SNT-TC-1A" and "ASNT STANDARD TOPICAL OUTLINES FOR QUALIFICATION OF NONDESTRUCTIVE TESTING PERSONNEL"

Recommended Practice No. SNT-TC-1A: "Personnel Qualification and Certification in Nondestructive Testing" provides guidelines for employers to establish in-house certification programs for the qualification and certification of nondestructive testing personnel. Nondestructive testing personnel shall be certified to Level I, II or III in accordance with the recommendations of American Society for Nondestructive Testing, Recommended Practice No. SNT-TC-1A.

ANSI/ASNT CP-106: "NONDESTRUCTIVE TESTING – QUALIFICATION AND CERTIFICATION OF PERSONNEL"

This document was prepared by the ASNT, and approved by the ASNT Standards Development Committee, a consensus body organized in accordance with the requirements of the American National Standards Institute (ANSI) for Standards Developing Organizations. The purpose of developing this document is to provide the United States with an American National Standard for certification on nondestructive testing personnel.

AWS D1.1/D1.1: "STRUCTURAL WELDING CODE – STEEL"

This code covers the welding requirements for any type of welded structure made from the commonly used carbon and low-alloy constructional steels. Clauses 1 through 9 constitute a body of rules for the regulation of welding in steel construction. There are nine normative and eleven informative annexes in this code.

API 1104: "STANDARD FOR WELDING PIPELINES AND RELATED FACILITIES"

The purpose of this standard is to present methods for the production of high-quality welds through the use of qualified welders using approved welding procedures, materials, and equipment. Its purpose is also to present inspection methods to ensure the proper analysis of welding quality through the use of qualified technicians and approved methods and equipment. It applies to both new construction and in-service welding.

ASME BOILER AND PRESSURE VESSEL CODE (BPVC), SECTION IX

The International Boiler and Pressure Vessel Code establishes rules of safety governing the design, fabrication, and inspection of boilers and pressure vessels, and nuclear power plant components during construction. A pressure component designed and fabricated in accordance with this standard will have a long, useful service life, and one that ensures the protection of human life and property.

SECTION IX: "WELDING AND BRAZING QUALIFICATIONS" of the ASME BPVC contains rules relating specifically to the qualification of welding and brazing procedures as required by other BPVC Sections. It also covers rules relating to the qualification of welders, brazers, and welding and brazing operators who are required to perform welding or brazing in component manufacturing.

Dental Hygiene

Educational Effectiveness

Assessment Plan

This plan combines program outcomes
from the AAS and BSDH-completion programs
New Version 1
Version 3
(based on previous BSDH outcomes)
Version 7
(based on previous AAS outcomes)

Adopted by

The Dental Hygiene Faculty:
January 2017 for implementation AY 19

College of Health

Reviewed by the Faculty Senate Academic Assessment Committee on 4/21/17
Reviewed as an information item by the Faculty Senate *TBD*

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MISSION STATEMENT

The mission of the UAA Dental Hygiene Program is to educate students in dental hygiene to the Bachelor of Science degree level. The educational objectives of the Dental Hygiene Program are to produce graduates who:

1. Have the technical skills and professional demeanor to perform occupational-related procedures.

2. Demonstrate academic and clinical proficiency necessary to succeed on national and regional examinations.

3. Are prepared to perform occupational-related procedures in various settings.

4. Meet the occupational requirements of employers.

5. Prepare students for graduate education.

PROGRAM INTRODUCTION

To become licensed in dental hygiene in the State of Alaska, students must graduate from an American Dental Association (ADA) accredited dental hygiene program. The ADA has specific accreditation standards that must be met to maintain accreditation status. The UAA Dental Hygiene Program went through accreditation renewal in 2007 and received approval without reporting requirements.

ASSESSMENT PROCESS INTRODUCTION

This document defines the expected student learning outcomes for the dental hygiene program and outlines a plan for assessing the achievement of the stated outcomes. ADA accreditation requires publicly posted program competencies that demonstrate required skills and knowledge. These competencies must be assessable and specific courses or activities must be identified that assess each competency. Development of the outcomes in this plan consisted of initial faculty development of program competencies to meet accreditation standards, then application of these competencies as outcomes in the UAA Assessment Plan to provide congruency.

The program competencies and assessment tools were reviewed by faculty prior to the Commission on Dental Accreditation site visit in October 2007 and 2014 and were accepted by the ADA. They are reviewed yearly by faculty in response to institutional changes, professional emphasis, student performance in school and on national and regional examinations, and changes in professional research data. Evaluation and revision are made during program faculty meetings or special meetings as needed. The Dental Advisory Committee is consulted as needed and formal meetings are held once each semester.

Assessment of outcomes is done at the end of the academic year. Faculty meet to share instrument data from their courses and to discuss student performance in each outcome area. After frank discussion, faculty grade student performance based on the assessment instrument data and faculty discussion. Suggestions for improvement are also made at this time for implementation in the following academic year, or as soon as is practical. An assessment report is written after the meeting and sent out to faculty for review and approval.

PROGRAM OUTCOMES

At the completion of this program, students are able to:

1. Provide and document dental hygiene care in a legal and ethical manner.
2. Exhibit professional behavior, including time management, risk management, and respect of patients and co-workers.
3. Critically evaluate scientific literature and research relevant to dental hygiene.
4. Collect, analyze, and record data on the general and oral health status of patients.
5. Use critical decision making skills to develop a dental hygiene diagnosis, which will provide a basis for interventions that are within the scope of dental hygiene practice and determine the need for referral to appropriate health professions as needed.
6. Formulate a dental hygiene care plan, including a planned sequence of educational, preventive, and therapeutic services based on the dental hygiene diagnosis in collaboration with the patient and other health care providers.
7. Deliver preventive and therapeutic care to achieve and maintain oral health utilizing established infection control procedures, pain control measures, and ergonomic practices.
8. Evaluate the effectiveness of the implemented services, and modify as needed.
9. Promote the profession of dental hygiene through service and affiliations with professional organizations.
10. Assess, plan, implement, and evaluate complex community oral health projects to diverse populations.

TABLE 1: ASSOCIATION OF ASSESSMENT MEASURES TO PROGRAM OUTCOMES

Outcomes	Written examination	Case presentation	Professionalism grade	Literature review	Competencies	ADHA membership	Community projects
Provide and document dental hygiene care in a legal and ethical manner.	1	1	0	0	0	0	0
Exhibit professional behavior, including time management, risk management, and respect of patients and co-workers.	0	0	1	0	0	0	0
Critically evaluate scientific literature and research relevant to dental hygiene.	0	1	0	1	1	0	0
Collect, analyze, and record data on the general and oral health status of patients.	1	1	0	0	1	0	0
Use critical decision making skills to develop a dental hygiene diagnosis, which will provide a basis for interventions that are within the scope of dental hygiene practice and determine the need for referral to appropriate health professions as needed.	1	1	0	0	1	0	0
Formulate a dental hygiene care plan, including a planned sequence of educational, preventive, and therapeutic services based on the dental hygiene diagnosis in collaboration with the patient and other health care providers.	1	1	0	0	1	0	1
Deliver preventive and therapeutic care to achieve and maintain oral health utilizing established infection control procedures, pain control measures, and ergonomic practices.	0	1	0	0	1	0	1
Evaluate the effectiveness of the implemented services, and modify as needed.	0	1	0	0	1	0	1
Promote the profession of dental hygiene through service and affiliations with professional organizations.	0	0	0	0	0	1	1
Assess, plan, implement, and evaluate complex community oral health projects to diverse populations.	0	0	0	0	0	0	1

0 = Measure is not used to measure the associated outcome.
1 = Measure is used to measure the associated outcome.

ASSESSMENT MEASURES

A description of the measures used in the assessment of the program outcomes and their implementation are summarized in Table 2 below. The measures and their relationships to the program outcomes are listed in Table 1, above.

There is a separate appendix for each measure that shows the measure itself and describes its use and the factors that affect the results.

TABLE 2: PROGRAM OUTCOMES ASSESSMENT MEASURES AND ADMINISTRATION

Measure	Description	Frequency/ Start Date	Collection Method	Administered by
Written examination	Paper or computerized testing in various courses (DH A202, DH A222, DH A310, DH A311, DH A321) used for evaluating student knowledge. These are summative assessments.	As necessary	Grading	Faculty
Case presentation	Student oral and written presentation of a clinical case. These are both formative and summative assessments, as the students demonstrate what they have learned up to that point in time, and also receive constructive feedback to improve their knowledge and skills for future cases.	Once per semester/ starts 3rd semester	Grading	Faculty
Professionalism grade	Grade in clinical and laboratory courses based on grading rubric. The final grade is based on formative assessment throughout each semester.	Throughout each semester in applicable courses	Grading	Faculty
Literature review	Written and class discussion on professional literature assignments.	Throughout the two year curriculum	Discussion and written assignments	Faculty
Competencies	Skill-based assessments in laboratory and clinical courses. These are summative, as students demonstrate competence in skills learned each semester.	As necessary	Grading by observation using rubrics	Faculty
ADHA membership	Student membership in the American Dental Hygiene Association.	Once per year in May	Contact with local component	Faculty
Community projects	Summative assessment of student group projects involving community involvement.	Spring semester	Project grading, Participation	Faculty

ASSESSMENT IMPLEMENTATION & ANALYSIS FOR PROGRAM IMPROVEMENT

General Implementation Strategy

This assessment plan is already in place. The Program's 2007 American Dental Association's accreditation site visit resulted in development of Program Competencies (outcomes) and evaluation mechanisms (assessment measures). Minor revisions have been made, but the framework and essential components of this plan mirrors the one that was approved by the Commission on Dental Accreditation Site Visit teams in 2007 and again in 2014. The current revision adds outcomes for related instruction (required by NWCCU accreditation standards) and aligns outcome wording that had undergone minor revision during a catalog copy change.

Method of Data Analysis and Formulation of Recommendations for Program Improvement

Didactic and clinical faculty meet at the end of the academic year to review the plan in regard to outcomes, measurement instruments, and process. Discussion of outcome achievement by students stimulates suggestions for program improvement and honest evaluation of both student performance and the assessment process. The information from this meeting is used by the Assessment Coordinator to generate an assessment report. The report is sent electronically to faculty for review and comment, then uploaded onto the appropriate website before the established institutional deadline **Modification of the Assessment Plan**

The faculty may decide to alter the assessment plan to meet institutional requirements, program needs, or external accreditation standards. Changes may be made to any component of the plan, including the outcomes, assessment measures, or any other aspect of the plan. Changes must meet American Dental Association standards, and corresponding changes to posted Program Competencies must be made. The changes will be approved by the faculty of the program. The modified assessment plan will be submitted through the curriculum software and proceed through the established review/approval process.

APPENDIX A: WRITTEN EXAMINATION

Measure Description:

Paper or computerized testing in various courses (DH A202, DH A222, DH A310, DH A311, DH A312, DH A321) used for evaluating student knowledge. These are summative assessments.

Factors that affect the collected data:

1. Standardized evaluation method that is common to all students
2. Student test-taking skills may impact quality of data

How to interpret the data:

Answer keys are used to grade examinations.
Examinations provide data on knowledge and application of knowledge.

Sample exam questions are provided on the following pages:

1. In choosing the oral physiotherapy aids that meet the patient's needs, the clinician must explain to the patient:
   a. What is present in the oral cavity
   b. What disease process is occurring
   c. How the use of OPT aids will help the patient
   d. Explain the consequences if the aids are not used
   e. All of the above

2. In choosing OPT aids for the patient, it is best to:
   a. Provide every aid available to ensure the patient has access to the various aids
   b. Provide at least four various aids that will help in attaining and maintaining oral health
   c. Explain brushing and flossing only. This will keep it simple for the patient
   d. Individualize selection and use of aids based on patient's needs while keeping it simple for the patient

3. A patient presents himself for tooth brushing instruction. He is a fifteen-year-old with full orthodontic appliances. Upon inspecting his mouth you find generalized plaque on the orthodontic work. Which method of tooth brushing would you recommend to clean the orthodontic appliances?
   a. Circular
   b. Charters
   c. Bass
   d. Modified Stillmans
   e. Leonards

4. A patient has completed periodontal surgery. The dentist directs you to provide homecare instruction to the patient emphasizing cleaning of the surgical site, but not to disrupt healing. From the list below, what toothbrushing technique would be recommended?
   a. Bass technique with extra soft bristle brush
   b. Modified Stillmans technique with a extra soft bristle brush
   c. Charters technique with a extra soft bristle brush
   d. Circular technique with a extra soft bristle brush

5. The most common design of today's toothbrush is:
   a. Flat bristled, multitufted, end rounded
   b. Flat bristled, multitufted, end flattened
   c. Rippled, multitufted, flat bristled, end flattened
   d. Rippled, single tufted, end rounded

6. End rounding refers to:
   a. The design of the individual toothbrush bristle
   b. The grouping together of a number of bristles
   c. The shape of the head of the toothbrush
   d. The shape of the handle of the toothbrush
   e. None of the above

7. End rounding is important because by using this type of toothbrush bristle _____ can be minimized.
   a. Overhangs
   b. Gingival recession
   c. Plaque removal
   d. b and c together

8. Power toothbrushes are indicated for patients who: 1) have fine motor skills impaired; 2) are physically compromised; 3) are mentally compromised; 4) are medically compromised; 5) patients with periodontal disease
   a. 1 only
   b. 2 and 3
   c. 1, 2, and 3
   d. 1, 2, 3, and 4
   e. all of the above

9. When using the toothbrush, acute or chronic tissue problems along the facial gingival margin surfaces of premolars and canines can be attributed to:
   a. Incorrect bristle angulation
   b. Incorrect placement of the toothbrush bristles
   c. Too vigorous a brushing stroke
   d. Use of a hard bristle brush
   e. All of the above

10. The situation below may be caused by improper tooth brushing. If tooth brushing technique is corrected, the situation **will heal** to normal, healthy tissue.
   a. Gingival recession
   b. Rolled firm gingiva
   c. Gingival clefting
   d. Abrasion of the cementum

11. Which type of heart murmur(s) would usually necessitate antibiotic premedication: 1) organic; 2) functional; 3) congenital
   a. 1 only
   b. 2 only
   c. 3 only
   d. 1 and 3
   e. All of the above

12. Angina pectoris is:
   a. Transitory in nature
   b. Irreversible
   c. Signifies a portion of heart muscle dies
   d. Indicates hypertrophic cardiomyopathy

13. Angina pectoris is usually treated with:
    a. CPR
    b. Antihistamine
    c. Nitroglycerin
    d. Insulin

14. When can a patient who has experienced a myocardial infarction be seen for dental hygiene therapy?
    a. 1-3 months after the attack
    b. 3-6 months after the attack
    c. 6 months or longer after the attack
    d. None of the above. Patients with history of coronary thrombosis shouldn't be treated

15. Your patient indicates she needs to sleep propped up in bed with 4 pillows so that she can breathe while she sleeps. This statement would alert you to which medical situation?
    a. Myocardial infarction
    b. Cardiac arrhythmias
    c. Hypertension
    d. Congestive heart failure
    e. Coronary heart disease

16. Gingival hyperplasia may be exhibited by patients who:
    a. Have diabetes
    b. Have epilepsy
    c. Suffered a myocardial infarction less than six months ago
    d. Are allergic to penicillin

17. When recording the blood pressure, the lower reading:
    a. Reflects the minimal pressure that is constantly sustained by the arteries
    b. Is the maximal pressure that the arteries undergo when the heart is working
    c. That is most influenced by external factors
    d. Refers to the pressure in the blood level at the point of ventricular contraction

18. In the UAA dental hygiene clinic, at which point would you consult with the clinic dentist about a patient's blood pressure? When the reading is:
    a. 90/60
    b. 120/80
    c. 135/85
    d. 139/80
    e. 140/90

19. Which of the following is true of sickle scalers?
    a. It is not suitable for heavy calculus
    b. It allows very good tactile sensitivity
    c. It is difficult to adapt to curved surfaces
    d. It is always used subgingivally on facial surfaces of anteriors
    e. All of the above

20. Which design feature(s) of the sickle limit(s) its use in subgingival areas?
    a. A sharp pointed tip
    b. Straight cutting edges
    c. Sharp back of blade
    d. Bulky blade
    e. All of the above

21. When inserting an instrument subgingivally the face of the instrument is inserted at ___ degree angulation.
    a. Nearly 0 degrees
    b. 45 degrees
    c. less than 90 and more than 45 degrees
    d. 90 degrees
    e. greater than 90 degrees

22. When moving or inserting an instrument into the sulcus, which stroke is used?
    a. A channeling stroke
    b. A gentle exploratory stroke
    c. A gentle probing stroke
    d. A working stroke

23. "Area-specific" curets:
    a. Are designed to adapt to a specific area or tooth surface
    b. Have two cutting edges per blade
    c. Are the only curets suitable for root planing
    d. Are used only in specific areas of the United States

24. A curet designed to scale and root plane anterior teeth with deep pockets will have a
    a. Short, angled shank
    b. Long, angled shank
    c. Short, straight shank
    d. Long, straight shank

25. The best way to examine the dorsum of the tongue is to:
    a. Ask the patient to say "ah" and depress the tongue with the mouth mirror
    b. Use a dental mirror for indirect vision
    c. Extend the tongue fully by grasping the tongue with a gauze square and use direct vision
    d. Palpate between the thumb and index finger

26. The submandibular salivary glands are best examined by:
    a. Transillumination
    b. Digital palpation
    c. Bidigital palpation
    d. Manual palpation
    e. Bimanual palpation

APPENDIX B: CASE PRESENTATION

Measure Description:

Student oral and written presentations of a clinical case. These are required the second, third, and fourth semesters. They are both formative and summative assessments, as the students demonstrate what they have learned up to that point in time, and also receive constructive feedback to improve their knowledge and skills for future cases.

Factors that affect the collected data:

Patient cooperation: Patients must return for multiple appointments so the student can complete the required tasks. If a patient is non-compliant, the student may have to start over at a late date and compromise the quality of the case presentation.

How to interpret the data:

The grading rubric used to evaluate the case presentation is on the following page.
The data quantify student knowledge and ability to comprehensively apply knowledge and skills learned.
This measure demonstrates students':

- Legal and ethical behavior in a clinical situation
- Ability to acquire and critically analyze clinical information
- Critical thinking skills in developing a dental hygiene diagnosis and need for referral
- Ability to formulate a dental hygiene care plan, include collaboration with other health care providers
- Ability to deliver care and maintain the oral health of patients
- Related instruction skills in communication, computation, and relationship-building
- Ability to evaluate the effectiveness of services rendered, and the knowledge to modify treatment as needed based on patient response

CASE PRESENTATION ASSIGNMENT

The objective of the case presentation is to acquire a periodontal patient, collect all pertinent data, analyze all factors involved in the case, and develop a comprehensive treatment plan. The patient's treatment plan is completed in clinic and the results are documented following healing.

In your first semester of clinical work, you will do a portion of a case presentation that will involve selection of a patient with normal periodontal condition to gingivitis. A more advanced periodontal condition may be presented if available, but is not required. All assessments (EOIO, dental, perio) must be completed by the student doing the case presentation. Radiographs may be exposed by another clinician. First year case presentations do not include treatment rendered or post-op evaluation findings. Second year case presentations include post-op photos and patient response to treatment. Please do not used clinical abbreviations in the formal written paper, e.g. pt, max, man. Please do not use animation in slide presentation. Additional details will be given in the periodontics course, DH A311.

Required materials and data for case presentation. Information in oral presentation and written report should be the same:

- Comprehensive medical and dental examination
- Photographic documentation of case to include pre-op pictures—please include after objective data is presented in oral presentation
- Full mouth (18 films) radiographic survey—include after pre-op photos in oral presentation
- Complete periodontal charting at initial exam (and after treatment for 2nd year)
- Post-op photos for 2nd year cases

Copies of the written case presentation with a color periodontal chart should be made for all instructors and should include the following, with headings (*in this order)*:

Subjective Data
- Personal profile—narrative format
- Chief complaint—narrative format
- Medical History—narrative format
- Dental History—narrative format

Objective Data
- Extraoral examination
- Intraoral examination
- Dental examination—should include existing teeth, restorations, and pathology
- Occlusal summary
- Periodontal summary—narrative format
- Radiographic summary

Diagnosis (aka assessment) of dental and periodontal needs—narrative format
Treatment plan—should not include exams, should address everything in assessment, including referrals
Prognosis—narrative format
Copy of periodontal charting pre-treatment (1st & 2nd year) and post-treatment (2nd year)
Treatment rendered (2nd year)
Periodontal summary of post-treatment evaluation; post-Tx photos (2nd year)

Each 1st year student will be allowed 20 minutes and each 2nd year student will be allowed 30 minutes to present the entire case and answer all questions.

Evaluation of presentation is dependent on:
- Completeness of evaluation and summary of data
- Recognition of disease activity or stability in case
- Comprehensive nature of treatment plan
- Quality of write-up, organization, and presentation of case

Please refer to grading rubric for case presentation.

Case Presentation Grading Rubric

Written Report and Oral Presentation (100 points total)	**Points Possible**	**Comments**	**Points**
Grammar, terminology 1-2 errors=8-9; 3-4 errors =6-7; >4 errors=0-5	10		
Professional presence Professional dress, demeanor, slides	5		
Content	-		
Organization/sequencing/format	10		
Completeness of relevant info	-		
Subjective Data CC, personal, medical, dental profiles, obtained by the student making presentation	10		
Objective Data Summaries EO, IO, Dental, Occlusion, Perio (including post-tx measurements for 2nd year only), Accretions (Plaque scores are encouraged), Radiographs, Photos: pre/post (post 2nd year only) and good quality; all but radiographs must be obtained by the student making presentation	15		
Diagnosis (Assessment) Lists needs, problems, contributing factors of perio/dental condition, and risk assessments, nutritional analysis (prn)	15		
Treatment Plan Systemic, emergency, debridement, OHI, referrals prn, hard tissue finishing (e.g. Fl, removal of overhangs and defective restorations), re-eval of periodontal therapy, maintenance/recall interval	20		
Prognosis	5		
Treatment rendered, post treatment evaluation periodontal summary—2nd year only	Included in treatment plan score		
Ability to knowledgably answer questions	5		
Professional conduct during other presentations (Can be a negative grade if student has multiple incidences of unprofessional conduct.)	5		
Ethics related to patient care	Appropriate	Not appropriate	
	Notes on ethics:		
Point Total	**100**		

APPENDIX C: PROFESSIONALISM GRADE

Measure Description:

Grade in clinical and laboratory courses. An example grading rubric is provided. The final grade is based on formative assessment throughout each semester.

Factors that affect the collected data:

1. Ability of faculty to observe and record student behavior: If faculty do not observe and record infractions, then the data is irrelevant. It is fairly impossible to observe all students at all times.
2. Faculty calibration for grading: Some subjectivity is inherent in this process, and can result in variances.

How to interpret the data:

Example criteria for professionalism grading is listed on the following page, but varies from course to course..
Professionalism is essential in dental hygiene. Dental employees are expected to:

Be timely, well-groomed, and respectful
Exhibit professional manners and good judgment
Maintain proper infection control and accurate records
Be responsible for equipment and supplies

The professionalism grade provides this information regarding our students' behavior.

Professionalism Grading Rubric

CRITERIA	PTS	CRITERIA	PTS
Is punctual in attendance at each class session. (see note) 10: Always on time 5: Late by ≤15 minutes 1-3 times (unexcused) 0: Late by ≤ 15 minutes more than 3 times (unexcused) -10: Each additional unexcused tardy ≤15 minutes -25 : Each unexcused. tardy 15-60 mins late; >60 mins = absence -50: Each unexcused absence		**Maintains complete and accurate records.** 10: Student & patient records are complete and orderly. 5: Student & patient records mostly complete and somewhat organized 0: Student & patient records not complete or organized	
Is appropriately attired and groomed. 10: Always appropriately attired and groomed 5-9: Occasional grooming/uniform errors 0: > 5 grooming/uniform errors		**Performs lab duties as scheduled.** 5: Always performs tasks and rarely needs reminding 3: May forget tasks and sometimes needs reminding 0: Often forgets tasks and requires much supervision	
Interacts with peers and faculty in a professional manner. 10: Always professional interaction 5: Occasional unprofessional interaction 0: Frequent unprofessional interaction or single major incident -5: For each additional major incident		**Maintains instruments and supplies in an appropriate condition.** 5: Instruments & supplies neat and in excellent condition 3: Instruments & supplies sometimes disorganized 0: Instruments & supplies usually disorganized and/or in poor condition	
Promotes team relationships. 5: Excellent team player—always helps others 3: Good team player—often helps others 0: Poor team player—puts self interests before others		**Performs daily operatory maintenance as specified.** 5: Daily operatory maintenance always performed 3: Daily operatory maintenance usually performed 0: Daily operatory maintenance often not performed, or reminders are often needed	
Exhibits good judgment. 5: Makes wise decisions 3: Occasionally exhibits poor judgment 0: Often exhibits poor judgment		**Manages time in a manner which allows optimum learning.** 5: Excellent time management; Uses time wisely 3: Good time management; occasionally wastes time 0: Poor time management: often wastes time	
Maintains OSHA standards. 10: Rarely has lapse in infection control 5: Lapses in infection control average ~ 1/week 0: Commonly has lapses in infection control		**Completes requirements by due dates.** 10: All requirements/assignments completed by due dates 5-9: Occasionally late on a requirement/assignments 0: Frequently late on requirements/assignments	
Completes tasks within a reasonable time. 10: Always or almost always finishes in given time period 5: Often takes additional time to complete tasks 0: Almost always takes additional time to complete tasks		**NOTE:** Excused tardy may include weather-related events but must be accompanied by lead faculty notification PRIOR to class start time or else will be treated as an unexcused tardy. **NOTE**: Early departure from class without faculty permission will be counted as an unexcused tardy.	
Column totals:			
Professionalism Total Grade:			

APPENDIX D: LITERATURE REVIEWS

Measure Description:

Written and class discussion on professional literature assignments

Factors that affect the collected data:

1. Written literature evaluation is mostly objective based on rubric, providing a stable effect on results.
2. Class discussion is varied and quality is dependent of literature selection.
3. Student participation can vary depending on interest and personality.

How to interpret the data:

A rubric for the written literature review is on the following page.
The written report and class discussion provide insight into student understanding of proper research methodology and student ability to critically analyze scientific literature.

Criteria for Professional Literature Review

	Criteria	Pts	Self Evaluation	Instructor Evaluation
A	**Overall description of the article**			
1	Title concise and descriptive			
2	Author's affiliations & credentials noted			
a	Researcher has satisfactory reputation for well-conducted research			
b	Researcher is not affiliated with a commercial firm			
3	Article found in reputable, peer-reviewed journal			
a	Journal has an editorial review board; articles are peer-reviewed prior to publication			
b	Journal is affiliated with a learned society, professional group, specialty group, or reputable scientific publisher			
c	Journal is not a "popular" magazine sponsored by a cause or published by a commercial firm			
d	Concisely written using a scientific style			
4	Data published indicate current knowledge & are not outdated by more recent research			
B	**Author has qualifications to write the article**			
1	Author's current or past position supports expertise in a particular area			
2	If reporting research results, there is evidence of finances & facilities to support the research			
C	**References are available for articles**			
1	References are comprehensive, accurate, & reputable			
2	Given the topic, there is an appropriate number of current references, although older references may be indicated for historical purposes or because			
D	**Research problem is clearly, accurately, & completely described**			
1	Purposes of the study are clearly stated			
2	There is a thorough review of the literature			
3	Important terms &concepts are defined adequately			
4	Hypotheses or objectives are adequate & clearly stated; hypothesis or objective follow directly from the problem statement			
E	**Prospective & retrospective research require a different evaluation & materials & methods section**			
1	Characteristics of the population sampled are described; allocation of groups outlined if a clinical trial			
2	Sampling techniques are described & adequate			

	Criteria	Pts	Self Evaluation	Instructor Evaluation
3	There is evidence of no bias in selection or assignment of objects or persons in the sample			
4	Research design is described; there is control indicated for variables that might influence the results; comparability of experimental & control groups is evident' limitations of the design are pointed out			
5	Tests & instruments used give reasonable measures of the factors under study			
	a Tests & instruments used are valid & reliable			
	b Conditions in which measurements are made are described			
	c Duration of study is appropriate			
6	All factors needed to test the hypotheses or achieve the objectives are included in the analysis			
	a Statistical tests are described; general-purpose computer programs for data analysis are specified			
	b Hypotheses are tested through statistical analysis			
7	Findings are presented in a clear manner			
	a Data tables & figures are clear, easy to understand, & titled			
	b Data are presented in a straightforward manner; authors report statistical method used & reason for selection			
8	Discussion highlights significant issues from the research			
	a Author may speculate on the significance of the findings			
	b Strengths & limitations of the study are stated			
	c Treatment or study complications & adverse effects are reported			
	d Results are related to the current literature & implications for practice or the profession			
9	Conclusions are supported by the methods used & the findings			
	Total Points			

APPENDIX E: COMPETENCIES

Measure Description:

Skill-based assessments in laboratory and clinical courses. These are summative, as students demonstrate competence in skills learned each semester.

Factors that affect the collected data:

1. Scoring is somewhat subjective.
2. Poor faculty calibration can result in grading variation.
3. Students get nervous and may not perform to their best ability.

How to interpret the data:

Each skill has a specifically designed task analysis that lists each step or criteria. Faculty observe each student on each task, and students must perform to a pre-determined skill level to pass. This data demonstrates student skill competency.

A sample task analysis sheet is provided on the following page.

Clinical Practicum Competency Exam--Rules of the Road

* Each student will have 15-30 minutes to complete the competency exam.
* Completion of 5-10 instrumentation situations is required.
* Three minutes maximum per situation will be given.
* Once instrumentation on a tooth surface has begun (as indicated by the student verbally), the student can not make corrections during the three minutes. Three minutes only will be allowed per situation.
* **To receive points for a situation, the correct tooth, surface, instrument, and end MUST be used.**
* Faculty will not prompt or tutor the student during the exam.
* If time permits, faculty will review the exam with the individual student. Otherwise, the exam grade will be provided at a later date.

PRACTICAL INSTRUMENT COMPETENCIES DH A202

Student_____ **Date**_____ **Evaluator**_____

Instructors: Please provide the student with input by giving the score that best identifies the student's proficiency level for each given task. Use the criteria scores listed below.

2 =	Excellent	No improvement needed
1 =	Acceptable	Appears to comprehend the step but should consider practice time in addition to what is scheduled in class
0 =	Unacceptable	Student **requires** additional time with the faculty for help.

Demonstrate the correct use of the following instruments on the specified surface.

Instrument	R L	Correct Instrument & end	Op/pt position	Infection control	Lighting	Grasp	Fulcrum	Insertion (sub only)	Angulation Shank position	Activation	All surfaces instrumented	TOTAL POINTS	Comments
	Tooth #_____ _____ Surface_____												
	Tooth #_____ _____ Surface_____												
	Tooth #_____ _____ Surface_____												
	Tooth #_____ _____ Surface_____												
	Tooth #_____ _____ Surface_____												
	TOTAL POINTS/SCORE												

Dental Hygiene Program
University of Alaska Anchorage

Clinical Performance Record

Student: _____ **Patient:** _____

Appointment Type: ☐ New ☐ Returning ☐ Re-evaluation ☐ Periodontal Maintenance ☐ Periodontal Therapy

Patient Profile: ☐ Geriatric (>64) ☐ Adult (>18) ☐ Youth (11-17) ☐ Pediatric (3-10) ☐ Culturally Diverse ☐ Special Needs

Periodontal Classification_____

Calculus_____

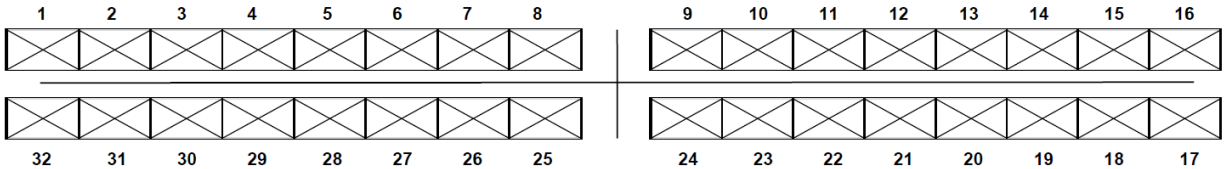
Tasks	Date	Faculty	Pts	Comments
1. VITALS • MEDICAL HISTORY • DENTAL HISTORY (points are averaged for multiple appointments)			10	
			10	
			10	
			10	
2. RADIOGRAPHS Y N INTERPRETATION			Diagnostic Y or N	
3. EO/IO			10	
4. HARD TISSUE • DENTAL EXAM Y N			10	
5. PERIO EXAM: PROBING • RECESSION • CAL			15	PATIENT INCOMPLETE
6. PERIO CLASSIFICATION • CALCULUS • PLAQUE				
7. DEBRIDEMENT			25	
8. CARE PLAN			20	
9. RISK ASSESSMENT (PERIO, CARIES, CANCER)				
10. ADJUNCT PROCEDURES (SEE COMMENTS)				
11. PROFESSIONALISM			10	TIME ERROR(S) – _____
12. PATIENT COMPLETE DATE:	FACULTY:			

COMPETENCY A: PATIENT ASSESSMENT

Consent Form and Medical History: (15 Points) FACULTY_____ SCORE_____	Personal Profile and Contributing Factors: (15 Points) FACULTY_____ SCORE_____	Extraoral • Intraoral Exam: (15 Points) FACULTY_____ SCORE_____
Periodontal Charting: (15 Points) FACULTY_____ SCORE_____	Dental Charting: (15 Points) FACULTY_____ SCORE_____	Treatment Plan: (25 Points) FACULTY_____ SCORE_____
FACULTY_____ _____ DATE_____ TOTAL POINTS_____		

COMPETENCY B: DEBRIDEMENT AND POLISH

Calculus (**C**): _____ (errors) X _____ (pts) = _____	Plaque/Stain (**P/S**): _____ (errors) X _____ (pts) = _____	Tissue Trauma (**T**): _____ (errors) X _____ (pts) = _____	Final Score: 100 - _____ = _____
FACULTY_____ START TIME: _____ END TIME: _____ DATE_____ TOTAL POINTS_____			



Patient Experience Score _____ H P N		
	FACULTY_____ DATE_____	FACULTY_____ DATE_____
	FACULTY_____ DATE_____	FACULTY_____ DATE_____

Student Name: _____ Date: _____

Evaluator: _____ Score: _____

(15 points required to pass.)

Student Teaching Competency					
Task	**Scoring Basis**		**Self-evaluation**	**Peer-evaluation**	**Faculty evaluation**
Organize/ prepare for classes	Well prepared with all materials and well thought-out plan for class time	4-5			
	Lacked 1-2 materials or plan was lacking details	3			
	Lacked 3 or more materials and/or plan was poorly developed	1-2			
Assess student performance in lab or clinical activities	Well engaged with students and able to distinguish performance levels.	4-5			
	At times was engaged with students and/or was able to distinguish performance levels.	3			
	Unengaged with students and/or was unable to distinguish performance levels.	1-2			
Cultivate student skills through one-on-one interaction	Focused time and effort on individual students, spending equal amount of time with each student. Able to ascertain student weaknesses and provide appropriate instruction.	4-5			
	At times focused on students; Spent unequal between students; Sometimes ascertained weaknesses and provided appropriate instruction.	3			
	Usually not focused on students. Spent unequal time between students; Usually could not distinguish student weaknesses nor help instruct.	1-2			
Evaluated student competence	Provided fair and consistent evaluations.	4-5			
	At times provided fair and consistent evaluations.	3			
	Rarely provided fair and consistent evaluations.	1-2			

Student Name: _____ Date: _____

Evaluator: _____

Scoring: 0-2=unacceptable; 3-5=acceptable

AREA	SELF	INSTRUCTOR	Marginal Ridge
Occlusal			Mesial (high—low—wide—narrow—shape)
			Distal (high—low—wide—narrow—shape)
			Fossa
			Mesial (position—excess—overcarved—shape—define)
			Central (position—excess—overcarved—shape—define)
			Distal (position—excess—overcarved—shape—define)
			Triangular Ridges
			Transverse –Mesial High—low—wide—narrow—location—shape—bulky
			Oblique or Distal transverse High—low—wide—narrow—location—shape—bulky
Proximal			**Spillway**
			Mesial (location—high—low—defined)
			Distal (location—high—low—defined)
			Contact
			Mesial (broad—small—high—low—open)
			Distal (broad—small—high—low—open)
			Embrasure
			Mesio-buccal or lingual (excess—over)
			Disto-buccal or lingual (excess—over)
			Gingival—(mesial—distal) (excess—over)
Margins			**Cavosurface**
			Mesial (flashing—sub)
			Central (flashing—sub)
			Distal (flashing—sub)
			Gingival Floor
			Mesial (excess—sub)
			Distal (excess-sub)
TOTAL			**AVERAGE (divide by 19)**

APPENDIX F: AMERICAN DENTAL HYGIENE ASSOCIATION

Measure Description:

Inquiry to American Dental Hygiene Association (ADHA) regarding the membership status of the two student cohorts. The request is for a numerical value only, not for names.

Factors that affect the collected data:

Ability to contact and receive information from local/state/national organization. Currently the UAA Dental Hygiene Program and the components of the ADHA have a good working relationship.

How to interpret the data:

Membership in a professional association exposes the student to benefits of participation in a professional association and promotes the profession.

APPENDIX G: COMMUNITY PROJECTS

Measure Description:
Student group projects involving diverse community populations.

Factors that affect the collected data:
This measure is based on assessing, planning, implementing, and evaluating community oral health projects. Projects will, by nature, be different, which can make grading more difficult. A grading rubric for each stage of the project development helps maintain grading consistency.

How to interpret the data:
It is ethically responsible for professionals to participate in community service activities. By requiring students to participate in community activities for diverse groups, the Dental Hygiene Program exposes students to diversity, the need for community service, and the personal satisfaction that can be obtained.

An extensive grading rubric is used for evaluation of the community project; one section of it is included as a sample.

CRITERIA SHEET XI
FORMAT FOR FINAL REPORT

	Pts	Self Evaluation I	Instructor I	Evaluation II
INTRODUCTION (14PTS)				
1. Population is clearly identified	2			
2. Population is described	2			
3. Oral problem described	2			
4. Statement of need or problems	2			
5. Library research incorporated-at least 3 journal articles cited	6			
ASSESSMENT (16PTS)				
1. Description of facility and its role in the community is provided	2			
2. Personnel responsible described	2			
3. Dental health care mechanisms described	2			
4. Attitudes, knowledge, values summarized	2			
5. Issues re: dental health summarized	3			
6. Community profile provided	5			
PLANNING (25 PTS)				
1. Problems clearly identified	5			
2. Limitations of students doing implementations identified	2			
3. Priorities listed	3			
4. Goals listed	2			
5. Objectives listed	3			
6. Solutions listed	5			
7. Presentation of plan to appropriate persons	3			
8. Target population identified and method of sampling described	2			
IMPLEMENTATION (15 PTS)				
1. Activities done to meet each goal are explained	15			

EVALUATION (19 PTS)				
1. Evaluation mechanisms included in appendix	2			
2. Presentation of data is provided a) summary of findings b) tables and/or graphs appropriately labeled c) extraneous variables mentioned d) interpretation of results	 5 3 2 4			
3. Recommendations made	3			
ADDITIONAL (11PTS)				
1. Title Page	1			
2. References: proper format employed	10			
		Total Points	100	100
REPORT FORMAT (16 pts)				
1. Agreement between use of singular and plural nouns and pronouns	2			
2. Use of the simple present tense or simple past tense only	2			
3. Use of the third person only	2			
4. No colons or semicolons	2			
5. Agreement between nouns, pronouns, and verbs	2			
6. Correct grammar	2			
7. Complete sentences (no fragments, comma slices, or run on sentences	2			
8. Avoid the use of commas. When in doubt, do not use commas	2			
		Total Points	16	16

UNIVERSITY of ALASKA ANCHORAGE

Academic Assessment Handbook

This document is created and maintained by the

Academic Assessment Committee of the Faculty Senate.

Proposed Updates 4/7/17~~April 2014 Revision~~

Peer Leadership in Program Improvement

For the electronic version of this handbook and your program's most recent Academic Assessment Plan, go to
https://www.uaa.alaska.edu/about/governance/academic-assessment-committee/index.cshtml

~~http://www.uaa.alaska.edu/governance/academic_assessment_committee/~~

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I. INTRODUCTION

The Academic Assessment Committee (AAC) of the Faculty Senate was created to provide peer leadership, support, and review of the academic assessment processes at the University of Alaska Anchorage (UAA), with the goal of improving student learning. The AAC recognizes it is the faculty, who are best suited to plan, implement, and act upon the academic assessment of student learning outcomes. For this reason, the Committee serves a review and consultative role, supporting the faculty in their efforts to review and improve their programs. Academic assessment is a mandate of the University of Alaska Board of Regents (BOR) and the Northwest Commission on Colleges & Universities (NWCCU).

Peer Leadership

As a Faculty Senate committee, the AAC is an elected, representative faculty group. The AAC constitutes the faculty arm of the shared governance of academic assessment for UAA.

The Academic Assessment Handbook is maintained by the AAC to describe UAA's process for reviewing all academic program assessments. This Handbook governs the conduct of the AAC as well as communicating the rationale thereof. These guidelines should be read in conjunction with college and departmental requirements as appropriate. The procedures and the accompanying templates have been designed to ensure the following:

- Faculty and staff are properly informed about the academic assessment processes to be followed when submitting new programs, making major revisions to existing programs, and/or making major changes to their assessment process.
- Faculty and staff are properly informed about the goals of and criteria for appropriate academic assessment.

Peer Support

The AAC supports faculty through careful review of periodic submissions, timely and thoughtful feedback on those submissions, and the communication of shared expectations in academic assessment. The AAC serves as a cross-campus forum for the exchange of ideas, information and advice on methods and practices of academic assessment. It promotes systematic academic assessment university-wide with the understanding that a program's faculty are the ones best suited to plan, implement, and evaluate assessment of student learning outcomes.

In its review and feedback, the intent of the AAC is to look at the overall process of assessment discussed by each program reviewed, rather than to solely focus on the language of specific outcomes or the details of a certain tool. Are the faculty actively engaged in reviewing the intent and effectiveness of their programs? Are the faculty seeking ways to achieve programs

of excellence? Academic assessment at UAA is best served by fostering a culture that encourages broad goals and methodologies growing organically out of the teaching and assessment practices of each discipline.

Additionally, the AAC serves as a clearinghouse of academic assessment at UAA. Because of its broad perspective of academic assessment within the MAU, it is well suited to describe the "big picture" of academic assessment at UAA to external and internal constituents. The AAC is UAA's faculty voice in responding to NWCCU, state legislature, BOR, statewide administration, and OAA questions on academic assessment.

A. AAC Charge

The AAC constitutes the faculty arm of the shared governance of academic assessment for UAA. The AAC does not act as an acceptance/rejection body when reviewing Academic Assessment Plans and Program Student Learning Outcomes, but rather serves as an advisory body, offering suggestions for improvement and commendations for achievement to those programs that approach the committee for assistance or have been directed to the committee by their Dean.

The committee is charged by the Faculty Senate to:

- Develop, maintain, and implement the current UAA Academic Assessment Handbook with the primary focus of program improvement;
- Provide professional development opportunities around best practices in assessment;
- Recommend academic assessment-related actions to the appropriate bodies;
- Provide guidance for the collection and analysis of academic assessment documents;
- Field and respond to requests for information on UAA academic assessment results and achievement of Program Student Learning Outcomes;
- Review requests to modify assessment policies and procedures;
- Refer curricular and academic issues to the appropriate Faculty Senate Boards; and
- Undertake such additional tasks or responsibilities relating to academic assessment as assigned by the Faculty Senate.

B. OAA Partnership

The Office of Academic Affairs (OAA) partners with the AAC, providing information and resources, including professional development opportunities for faculty and administrative

support for the AAC. All assessment related documents are to be submitted to the OAA for distribution to the AAC. Documents should be forwarded to uaa.aac@alaska.edu.

II. ACADEMIC ASSESSMENT

Programs are required to conduct continuous assessment based on a formal Academic Assessment Plan (see section III for more information about the Academic Assessment Plan). The goal of this assessment process is to provide evidence-based information that contributes to program improvement processes.

A. Annual Academic Assessment Process: Departmental/Program/College Level

Annual data collected from the assessment instruments should be discussed and analyzed among department faculty and, as appropriate, recommendations made to improve the program and/or the Academic Assessment Plan for the following year. Programs report the details of their assessment activities to the colleges, which review~~, archive,~~ and use the information of these reports in their further work with the programs. Reports are uploaded and archived in the Academic Assessment Repository, located on the Institutional Research SharePoint site. https://ir-reports.uaa.alaska.edu/Assessment/Pages/Default.aspx

B. Annual Academic Assessment Survey: Institutional Level

Assessment coordinators for each program must complete the Annual Academic Assessment Survey based on the program's assessment activities completed each year. All programs, including those with suspended admissions, must complete the survey. The Annual Academic Assessment Survey gathers general information about a program's assessment activities and enables the AAC to report on the status of assessment activities at UAA for institutional, accreditation and BOR needs and purposes.

The AAC allows programs that are assessed using the same assessment plan to complete only one survey, for example, the Anthropology BA and BS. ~~Requests should be submitted to the AAC at ayaac@uaa.alaska.edu.~~

The survey is open annually April 1-June 15 and can be accessed on the Academic Assessment Repository at https://ir-reports.uaa.alaska.edu/Assessment/Pages/Default.aspx. ~~on the AAC's website at http://www.uaa.alaska.edu/governance/academic_assessment_committee/annual_surveys.cfm~~

Annual Academic Assessment Survey (required for all programs)	
Survey dates	April 1-June 15

Annual Academic Assessment Survey (required for all programs)	
Survey access	https://ir-reports.uaa.alaska.edu/Assessment/Pages/Default.aspx ~~http://www.uaa.alaska.edu/governance/academic_assessment_committee/index.cfm~~

C. Annual Academic Assessment Report: Institutional Level

The results of the Annual Academic Assessment Survey are used to create institutional and college level reports. These reports are posted on the Academic Assessment Repository. https://ir-reports.uaa.alaska.edu/Assessment/Pages/Default.aspx ~~AAC's website.~~

III. THE ACADEMIC ASSESSMENT PLAN

An Academic Assessment Plan identifies a program's student learning outcomes and assessment strategies. It includes the program's mission statement, Program Student Learning Outcomes (PSLOs), measures and overall assessment process. The required categories for Academic Assessment Plans are detailed in the Academic Assessment Plan template, which can be found on the AAC's website. Programs are not required to use the template, as long as the plan addresses the required categories.

The AAC stands available to act as a mentor in the preparation, implementation, and modification of the Academic Assessment Plans from any program. Programs seeking guidance on their Academic Assessment Plans can contact the AAC at uaa.aac@alaska.edu or contact the Chair(s) of the AAC, whose contact information can be found on the AAC website.

A. Academic Assessment Plan Requirements

All programs are required to have an Academic Assessment Plan on file. All changes to Academic Assessment Plans, major and minor, must be submitted to the AAC through the CIM curriculum workflow for program proposals at https://nextcatalog.uaa.alaska.edu/programadmin/. ~~at ayaac@uaa.alaska.edu~~. The process and document requirements for Academic Assessment Plans are outlined in the following sections.

Major revisions to Academic Assessment Plans include additions, deletions, or changes that have a substantive effect on the intent or content of the Academic Assessment Plan. Most changes to Program Student Learning Outcomes (PSLOs) are considered major.

Minor revisions to Academic Assessment Plans include non-substantive changes that do not significantly affect the intent or content of the Academic Assessment Plan.

The AAC Chair(s) determine whether Academic Assessment Plan revisions are major or minor. Programs who are unsure whether their ~~Academic Assessment Plan~~ changes are major or minor can email the AAC at uaa.aac@alaska.edu.

B. Review Process for New & Revised Academic Assessment Plans

New Academic Assessment Plans and ~~major r~~Revisions to Academic Assessment Plans

New Academic Assessment Plans and ~~major~~ revisions to Academic Assessment Plans must be approved through the CIM program proposal process. Academic Assessment Plans are submitted by the faculty initiator. Through the workflow, the plan is reviewed~~on the Academic Assessment Plan Action Form~~ by the program, the college curriculum or assessment committee, and the Dean (and Campus Director when applicable)~~/Director of the college~~ before being submitted to the AAC. For document requirements see Table 1.

After all required documents have been submitted to the AAC through this process~~at ayaac@uaa.alaska.edu~~, the AAC will contact the faculty initiator to schedule the review (please see Table 1 for required documents). For the review to occur, faculty initiators or a qualified faculty representative for the program proposal must be present at, or phone or link in to, the AAC meeting. Proposals without such representation will be held for a later meeting. After the review, the AAC will send an informational item to the Faculty Senate and post the Academic Assessment Plan to the website.

~~Minor revisions to Academic Assessment Plans~~

~~Minor revisions to Academic Assessment Plans should be approved at the program level and then submitted to the AAC at ayaac@uaa.alaska.edu. For required documents see Table 1.~~

Minor revisions to Academic Assessment Plans do not require full AAC review. They are submitted through the same process. After review at the college level, ~~all required documents have been submitted to the AAC,~~ the revised assessment plan will be placed as an information item on the next AAC agenda. A faculty representative does not need to attend that meeting. After the informational review, the AAC will send an informational item to the Faculty Senate and post~~ed~~ the Academic Assessment Plan to the ~~AAC's~~ website~~, and the program and dean's office will be notified~~.

C. Document Requirements for New & Revised Academic Assessment Plans

The following table details the document requirements for submissions of new or revised Academic Assessment Plans.

Table 1. Document Requirements

Status	Academic Assessment Documents Required	Submission Date to uaa.aac@alaska.edu
New Program or Major Revision to Existing Program	•Academic Assessment Plan (if revised, submit track changes version and clean copy) •Academic Assessment Plan Action Form •Catalog copy with PSLO's	Must be submitted when the program is submitted to the academic boards (see the Curriculum Handbook, pg. 4)
Major Revision of Academic Assessment Plan (including revisions to PSLO's)	•Academic Assessment Plan (track changes version and clean copy) •Academic Assessment Plan Action Form •Catalog copy with PSLO's (if changing PSLO's)	As determined by program (To ensure PSLOs are in the UAA Catalog for the following year, programs must submit PSLO revisions to uaa.aac@alaska.edu by March 1. Submissions received after March 1 will still be accepted but may not be reflected in the following year's catalog).
Minor Revision of Academic Assessment Plan	•Academic Assessment Plan (track changes version and clean copy)	As determined by program

IV. ACADEMIC ASSESSMENT REPOSITORY AND RESOURCES

- ~~Current forms and templates can be found on the AAC's website at: http://www.uaa.alaska.edu/governance/academic_assessment_committee~~
- The Academic Assessment Repository incorporates current templates and information about ~~Access to the~~ Annual Academic Assessment Reports, Annual Academic Assessment Survey, and Academic Assessment Plans ~~and copies of Annual Academic Assessment Reports can be found on the AAC's website~~ at: https://ir-reports.uaa.alaska.edu/Assessment/Pages/Default.aspx. ~~http://www.uaa.alaska.edu/governance/academic_assessment_committee/annual_surveys.cfm~~
- The AAC's agendas, members, and assessment seminars and workshops, can be found on the committee's website at: https://www.uaa.alaska.edu/about/governance/academic-assessment-committee/index.cshtml.
- The AAC can be contacted at uaa.aac@alaska.edu or by contacting the Chair(s) of the AAC, whose contact information can be found on the AAC website.

Appendix: UAA Academic Assessment Plan Template Guidance

Commented [A1]: Merged this 2014 guidance document which is currently posted with the handbook, to make it an appendix within the Handbook.

The Academic Assessment Committee (AAC) does not require programs to follow a specific template for their Academic Assessment Plan. Certain categories, however, must be included in every Academic Assessment Plan. The table below gives more detailed guidance on the required categories of an Academic Assessment Plan.

The AAC is willing to assist you in the development and/or revision of your Academic Assessment Plan. Please feel free to contact the AAC at uaa.aac@alaska.edu if you have any questions or need any assistance.

~~For more information about the submission process for Academic Assessment Plans, please see the Academic Assessment Handbook on the AAC's website, www.uaa.alaska.edu/governance/academic_assessment_committee.~~

Required Category	Characteristic	Description
Mission Statement: Broad statement of purpose defining your program's philosophy and often describing values and aspirations, and which supports the University's mission.	Clarity	The mission statement is comprehensible to a wide audience.
	Contributes to college & UAA mission	The mission statement should clearly align with the mission of the college and university. Constituents should be able to see how the program supports the missions of the college and university.
	Describes program in content centered terms	The mission statement should identify the content that the program teaches in general terms.
	Describes program in student centered terms	The mission statement should describe in broad terms what the student should be able to do or know on completion of the program.
Program Student Learning Outcomes: Student Learning Outcomes define what specific knowledge, abilities, values, and/or attitudes students in our respective programs should be able to demonstrate.	Performance based	The outcomes must be written in terms of what students can demonstrate.
	Completeness	The outcomes should be sufficient to describe specific knowledge, abilities, values and/or attitudes of students in the program.
	Relevant	The set of outcomes should cover the intent of the program as articulated in the mission statement.

Required Category	Characteristic	Description
	Achievable	Students can be reasonably expected to attain the outcomes.
	Measurability	The outcome must be stated in a way that it is observable/measurable. In other words, data can be collected on which to form conclusions regarding the level of student attainment.
Measures: Assessment measures are the tools faculty will use to accumulate data concerning student attainment of outcomes on which to base their programmatic decisions. A wide variety of tools can be devised to measure student performance. Measures are normally classified as being direct or indirect. Having both direct and indirect data on an outcome gives programs a broader perspective on their students' performance.	Description of measure	The description of each measure should be clear and complete to an outside observer.
	Direct measures	Direct measures involve looking at student work to examine what learning has taken place. For example, comprehensive exams, research papers or projects, portfolios, performances, and standardized tests are often used as direct measures of student learning.
	Indirect measures	"Indirect measures gather perceptions of learning, opinions about learning, or reflections on learning rather than direct demonstrations of the results of learning"1 For example, surveys, interviews, course evaluations, focus groups, and graduation rates are often used as indirect measures of student learning. Programs are not required to use indirect measures.
	Multiple measures	Multiple measures are recommended for each outcome. Multiple measures of an outcome produce more reliable results. Measures can occur at differing intervals as appropriate for the specific outcome.
	Connection to outcomes	The measure should clearly show student performance relative to one or more outcomes. The data collected needs to be such that its interpretation is clear regarding student performance relative to the outcome. For example an assignment evaluation should be able to isolate a specific result for each outcome it is being used to measure. Course grades are

Required Category	Characteristic	Description
		difficult to use as an assessment tool because course grades are influenced by too many factors to isolate out performance relative to a *program* outcome.
	Influences on data collection	The program should indicate the factors that influence the data and the interpretation of the results. This is where the program considers the reliability of the tool and the data collected.
Process: The process describes the person(s)/ group(s) responsible for applying the measures, collecting and collating data, determining the meaning of the assessment results and making recommendations for action.	Faculty involvement in the assessment process	Plan identifies the role of faculty in all aspects of the assessment process. Faculty must be involved in the development of assessment plans, the implementation of the measures, the analysis of data, the formulation of recommendations, and the actions taken on those recommendations, as well as any revisions to the assessment plan.
	Timeline	The timeline should produce information for the faculty of the program to make timely decisions. Timelines need to accommodate the assessment cycle, faculty workloads, and appropriate timing of measures. Not all outcomes need to be measured annually, but must be measured within a reasonable review cycle. The schedule of data collection should be clearly articulated in the plan.
	Currency	The plan is reviewed and/or revised regularly by the program's faculty.
	Responsible parties	The faculty responsible for coordination and implementation should be identified and supported in their assessment duties.

Ph.D. Program in Clinical-Community Psychology

Academic Assessment Plan

Adopted by

The Joint UAA-UAF Psychology PhD faculty
Approved September 2007
Revised and Adopted April 2009 and February 2012

Revised to Align with Minor Catalog PSLO Updates April 2017

Reviewed as an information item by the Academic Assessment Committee 4/21/17
Reviewed as an information item by the Faculty Senate *TBD*

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MISSION STATEMENT

The PhD Program in Clinical-Community Psychology is designed to create scientist- practitioners who join theory, practice, and research to meet the behavioral health needs and to improve the wellbeing of Alaskan, rural, circumpolar, and culturally diverse peoples and communities. The program integrates clinical and community psychology and focuses on applications of rural, indigenous, and cultural psychology for the benefit of all people.

PROGRAM INTRODUCTION

The University of Alaska Fairbanks-University of Alaska Anchorage (UAF-UAA) PhD Program in Clinical-Community Psychology with Rural, Indigenous Emphasis is offered jointly by the University of Alaska Fairbanks (UAF) and University of Alaska Anchorage (UAA). The program was accredited by the American Psychological Association (APA) in November 2011 for a seven year period. The next accreditation review will be held in 2018.

ASSESSMENT PROCESS INTRODUCTION

Initial program development began back in Fall 1999. Since then, faculty from both UAA and UAF have become a partnership of equals in developing the program including the program outcomes and assessment strategy. Equal faculty representation on all committees, including the Outcomes Committee, is an important part to the success of the program.

Program goals and objectives are directly grounded in an overarching set of core competencies for clinical psychologists, which in turn are grounded in the mission. The program goals and objectives were developed to meet the following APA-specified criteria for educational goals, training objectives, and specific competencies of graduates to meet the following criteria:

- clarity, consistency, and appropriateness of the goals and objectives given the context and mission of the program;
- assurance of quality education and measurement of training outcomes as related to each goal and associated objectives through specification of measurable minimum achievements or outcomes;
- ability to achieve the stated goals and associated objectives and process for tracking achievement on an ongoing basis; and
- likelihood that desired outcomes can be consistently maintained and a feedback loop for ongoing quality assurance and program improvement can be implemented.

Program mission, goals, and objectives are embedded in a larger context of professional development measured and supported by important program milestones. Milestones reflect the **sequential, cumulative, and increasingly complex nature of student progression** through the program. Milestones are designed to assist students with realistic self-appraisal of progress and adherence to a reasonable and appropriate developmental trajectory. Students move through carefully sequenced and increasingly complex experiences as follows:

- **Year One**: Focus on **breadth** with exposure to the basic areas of core competencies to be expected upon graduation, that is, overview courses in research, basic clinical practice, basic community practice, cultural issues, rural issues, and ethics and professionalism; all courses are informed by cultural and rural issues to achieve a seamless fit with the program's mission.

- **Year Two**: Focus on **clinical skills** development with in-depth focus on clinical practicum experiences to prepare students for clinical practice and lay foundations for community practice; this is supplemented by more in-depth exploration of community issues in the context of program evaluation and consultation, and increased depth in research through the addition of statistics courses; all courses and practicum experiences are informed by cultural and rural issues.
- **Year Three**: Focus on **community skills** development with in-depth focus on community practica to prepare students for community intervention, prevention, and social action; this is supplemented by specialty courses in various psychology-as-a-science courses, such as biological bases of behavior, and cognition, affect, and culture; all courses and practicum experiences are informed by cultural and rural issues to provide significant depth in understanding the role of social determinants in research and practice.
- **Year Four**: Focus on **research skills** refinement with in-depth focus on dissertation research; encouragement is given to incorporate cultural, rural, and innovative practice aspects into dissertation plans.
- **Year Five**: Predoctoral **Internship**

STUDENT LEARNING OUTCOMES

At the completion of this program, students are able to:

The program will prepare culturally competent scientists. Program graduates will be able to demonstrate:

- Culturally grounded knowledge and skills in scientific inquiry.
- Competency in using the research and evaluation skills to disseminate new knowledge and inform clinical and community practice.

The program will prepare culturally competent practitioners. Program graduates will be able to demonstrate:

- Culturally grounded knowledge and skills in rural clinical-community practice.
- Competence in developing and implementing culturally relevant prevention and intervention efforts and programs.

The program will prepare culturally competent policy and social change facilitators. Program graduates will be able to demonstrate:

- Culturally grounded knowledge and skills relevant to social and healthcare solutions.
- Competency to facilitate policy and social change.

TABLE 1: ASSOCIATION OF ASSESSMENT MEASURES TO STUDENT LEARNING OUTCOMES AND ASSESSMENT MEASURES

Goal #1: **The Ph.D. Program Will Prepare Culturally Competent Scientists**
Objectives for Goal #1: Graduates demonstrate and value culturally competent knowledge and skills in • the broad domains of psychology from a cultural perspective integrating Western scientific and indigenous knowledge systems • critical analysis and application of empirical research and technical material in psychology and related disciplines • conceptualization, planning, and implementation of quantitative and qualitative research and evaluation methods in culturally distinct settings, including participatory approaches • planning, conducting, and interpretation of quantitative and qualitative data analysis • presentation of technical and/or scientific information in a coherent and accessible manner for professional and community audiences • preparation of research and evaluation manuscripts and reports for submission to peer reviewed journals • conducting research consistent with ethical and multicultural guidelines, principles for research in the Arctic, and local community standards
Competencies Expected for these Objectives: Program graduates will demonstrate culturally grounded knowledge and skills in scientific inquiry. They will value research and evaluation as important components of the professional identity. They will demonstrate competency in using the research and evaluation skills to disseminate new knowledge and inform clinical and community practice.
Evaluation Tools Used for each Competency (if applicable): See Appendix A
How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies: Relevant coursework (exams, papers, projects, and classroom performance), research portfolio, research assistantship performance, annual development reviews, dissertation, IRB paperwork, public dissemination of research and evaluation products
Goal #2: **The Ph.D. Program Will Prepare Culturally Competent Practitioners**
Objectives for Goal #2: Graduates demonstrate and value culturally competent knowledge and skills in: • integrating clinical and community psychological theories, research and practice in diverse and rural settings • rural professional practice in culturally distinct contexts, and skills in effective work in these rural settings • theory and research on community and individual level change, implementation of research-informed activities • theory and research on culture and community development, capacity building and change • implementation of community-based interventions, including activities such as health promotion, prevention, psychotherapy, and community development • multicultural assessment theories, approaches, and research for individuals, groups, and communities • theories of psychopathology, including cultural and indigenous formulations, case conceptualizations, and treatment planning • appropriate receipt and use of supervision and consultation at the individual and community level • practice in rural and culturally distinct settings consistent with APA ethical guidelines and multicultural practice guidelines, congruent with self-knowledge and self-care
Competencies Expected for these Objectives: Program graduates will demonstrate culturally grounded knowledge and skills in rural clinical-community practice. They will value integrated clinical-community psychology as an important component of the professional identity. They will demonstrate competence in developing and implementing culturally relevant prevention and intervention efforts and programs.
Evaluation Tools Used for each Competency (if applicable): See Appendix A
How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies: Relevant coursework (exams, papers, casework, and classroom performance), clinical-community portfolio,

clinical practicum performance, internship performance, clinical paperwork, annual development reviews, community practicum performance

Goal #3: **The Ph.D. Program Will Prepare Culturally Competent Policy and Social Change Facilitators**

Objectives for Goal #3:

Graduates demonstrate and value culturally competent knowledge and skills in:

- identification of social justice issues
- understand rural, Alaska, circumpolar, and indigenous organizations and policies, and associated systems of care
- theory and research base on culture, empowerment, and advocacy, specifically in relation to ethnic minority and indigenous considerations and human rights
- development and effective application of programmatic and policy level solutions to address social problems
- advocacy and policy work in rural and/or culturally distinct settings consistent with ethical and multicultural practice guidelines

Competencies Expected for these Objectives:

Program graduates will demonstrate culturally grounded knowledge and skills relevant to social and healthcare solutions. They will value social justice as an important component of the professional identity. They will have the competency to facilitate policy and social change.

Evaluation Tools Used for each Competency (if applicable):

See Appendix A

How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:

Relevant coursework (exams, papers, casework, and classroom performance), community portfolio, community practicum performance, program evaluation products, annual development review

Goal #4: **Graduates of the Ph.D. Program Will Make Significant Contributions to Psychology**

Objectives for Goal #4:

- graduates are satisfied with the education they received during their doctoral studies and are qualified to engage in the profession of psychology
- graduates will successfully complete the national licensing exam for psychologists
- EPPP scores for graduates will approximate national average
- graduates will update regularly their knowledge and will be involved in the profession of psychology
- graduates will be successful in securing employment as a psychologist

Competencies Expected for these Objectives:

Program graduates will be satisfied with the training received during doctoral program and after graduation will be actively involved in the professional field of psychology, making contributions through gaining licensure, maintaining membership in relevant professional organizations, and securing employment as psychologists, all in the context of the program's mission as related to the integration of clinical, community, and cultural psychology with rural indigenous emphasis and grounded in a scientist-practitioner model.

Evaluation Tools Used for each Competency (if applicable):

See Appendix A

How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:

Licensure, publication activity, EPPP performance, employment, alumni surveys

ASSESSMENT PROCESS

General Implementation Strategy

The program's core competencies and their associated goals and objectives assure that program graduates have an understanding of professional issues, including ethical, legal, and quality assurance principles that are tailored to the specific contexts and mission of the program. Program faculty and students are keenly aware of APA ethical and practice guidelines, licensing and mental health laws in Alaska, professional ethics in general and as relevant to rural settings, and quality assurance practices. Program progress and compliance with these issues is monitored through ongoing self-assessment; student progress and compliance is monitored through regular student review, feedback, and advising. Students are evaluated annually for skill improvement, professional development, and understanding of ethical standards. All practicum work is evaluated regularly (twice per semester) and basic minimum thresholds of competency (in the form of milestones that have to be passed) are in place to assure that students progress logically through the program. Student monitoring activities and their outcomes feed directly into program self-assessment, and the two procedures combine to measure achievement of the proximal outcomes goals developed for the program.

Description of Faculty Involvement

The program has developed a regular self-assessment process that utilizes outcome and process evaluation to create feedback loops for continuous program enhancement. Students are an integral part of this process, serving on the Outcomes Committee and being surveyed regularly about program performance. Outcomes activities are tied to program goals and objectives via measurement of associated benchmarks

To assess its effectiveness in meeting program outcome goals, the program collects aggregate, proximal, and distal outcome data. Proximal data are collected as students progress through the program; distal data will be collected from program graduates. Data collection is tied directly to the goals, objectives, and benchmarks, in that each competency has a specific data point that is collected and entered into a database for every student in the program.

Outcomes Related to Proximal Training Goals

Based on this ongoing data entry, proximal performance outcomes are constantly updated and available for review. Data are drawn largely from the following measurement tools (See Appendix A for complete measurement tools):

- Research competency portfolio rating sheet
- Clinical-community competency portfolio rating sheet
- Clinical practicum evaluation forms
- Community practicum evaluation forms
- Annual development review form
- Course grades and program milestones forms

Effectiveness in Achieving Program Training Goals and Objectives: Process Evaluation

To assess progress related to the program's stated educational model, philosophy, goals, objectives, and competencies, detailed process data are collected for various program functions and procedures.

Process data are collected through multiple sources. Goal by goal, process-related benchmarks are being collected from various stakeholders and sources. Process data are drawn from the following sources:

- Course syllabi
- Faculty curriculum vitae
- Faculty annual activity reports
- Student satisfaction surveys
- Student cultural competence assessment surveys
- Annual program accomplishments summaries

Process Evaluation Linked to Program Supports for Proximal Student Outcomes: Process goals are tied directly to proximal outcomes goals #1 to #3, addressing the same goals, but from the perspective of procedural and process aspects of program implementation. Data for process benchmarks are collected and aggregated by the Outcomes Committee. The committee reviews each benchmark to determine if criteria were met and develops recommendations.

Process Evaluation Linked to Students Satisfaction and Cultural Competence: The Outcomes Committee is also in charge of the annual student satisfaction and cultural competence assessment, which students complete at the end of every academic year. The Outcomes Committee collates information from these assessments and by October of the following academic year posts findings on the program website, along with presenting a set of recommendations to program faculty.

Modification of the Assessment Plan

Several mechanisms are in place to review evaluation data and translate findings into actions. The most important mechanism is an annual preparation of a list of recommendations to the core faculty by the outcomes committee upon review of student satisfaction feedback and process evaluation. Each time action is taken in response to evaluation, subsequent changes are again subject to evaluation after implementation, thus completing the cycle of quality improvement data collection and feedback.

Mechanisms for Use of Evaluation Data

1. Student satisfaction data are presented to the full faculty at a fall retreat every year by the Outcomes Committee, where they are evaluated for needed program modifications.
2. Student cultural competence data are presented to the full faculty at a fall retreat every year by the program's Outcomes Committee, where they are evaluated for needed program modifications.
3. Program process data are reviewed by the Outcomes Committee and findings are shared at a regular faculty meeting for development of action plans as needed.
4. Student outcomes data are collected, entered, and aggregated by the Core Team (two Program Directors and two Program Coordinators) and presented to the faculty to address patterns of weakness or to update faculty about student accomplishments or failures.
5. Cultural experience data are presented to the faculty at a regular faculty meeting to discuss satisfaction with the event and to develop recommendations for modification of future events.
6. Student satisfaction and program outcomes data are presented to the public on the program's website.
7. Annual accomplishment reports based on student outcomes data are presented to the higher administrations at both campuses for review and comment.

Based on these mechanisms, significant program changes have been made. A few of these changes are highlighted below. Given the program's newness, the main sources of feedback have been student satisfaction surveys, cultural experience evaluations, and course evaluations. Only recently have sufficient data become available to begin to discern patterns in outcomes. These patterns are being collated for presentation to the faculty so they can plan actions as needed.

Sample of Program Modifications that Have Resulted from the Use of Evaluation Data

1. Based on student satisfaction data, clinic directors extended clinic hours to allow the clinics to remain open during some evening and Saturday hours.
2. Based on student satisfaction data, faculty who teach sequential courses (e.g., PSY 623 and PSY 629) and content-related courses (e.g., PSY 639 and PSY 657) have met and coordinated instruction to create less overlap and more continuity across courses.
3. Based on student satisfaction data, the PDs have offered regular advising workshops to faculty in the program to assure that advisors and instructors are up-to-date on all essential program information and have reviewed the Student Handbook.
4. Based on course evaluations, the PSY 601 course has been restructured and reshaped several times to attempt to find an academic paradigm that is most supportive of the exploration of students' individual concepts of the meaning of integration in clinical, community, and cultural psychology.
5. Based on process data, a full-time technology support staff position was filled and has been available to deal with all videoconferencing issues.
6. Based on outcomes data related to competencies as measured via portfolios, ongoing refinements have been made to portfolio rating sheets and handbook instructions about portfolio preparation.
7. Based on outcomes data, a decision was made to add a course requirement to PSY 611 to cover completion of IRB-required research ethics modules (specifically, CITI and NIH modules).
8. Based on outcomes data, the assessment course sequence was modified and moved earlier in the program and more attention will be paid to assessment opportunities within existing practica.

The program is committed to assuring ongoing excellence through periodic systematic reviews of its goals and objectives, training model, and curriculum to assure they remain in keeping with many important entities and stakeholders, including the host institutions; local, regional, and national psychological services, and national professional standards.

TABLE 2: UAF-UAA JOINT PHD PROGRAM IN CLINICAL-COMMUNITY PSYCHOLOGY WITH RURAL, INDIGENOUS EMPHASIS OUTCOMES ASSESSMENT GOALS, OBJECTIVES, AND BENCHMARKS

Mission

The PhD Program in Clinical-Community Psychology is designed to create scientist- practitioners who join theory, practice, and research to meet the behavioral health needs and to improve the wellbeing of Alaskan, rural, circumpolar, and culturally diverse peoples and communities. The program integrates clinical and community psychology and focuses on applications of rural, indigenous, and cultural psychology for the benefit of all people.

Preamble

The **Joint PhD Program in Clinical-Community Psychology** mission, goals, and objectives are embedded in a larger context of student professional development that is measured and supported by several important program milestones. These milestones are designed to assist students with realistic self-appraisal of the progress through the program and adherence to a reasonable and appropriate developmental trajectory toward becoming a clinical-community psychologist. The milestones are above and beyond the completion of required coursework.

Milestones and Associated Student and Faculty Responsibilities:

Milestone and Timing	***Student Action and Paperwork***	***Faculty Action and Paperwork***
Initial Advising Meeting (before first-year classes)	Students contact the assigned advisor to make a program plan and discuss the current level of professional development and educational needs	The student advisor meets with the student and prepares the *Program Requirements Worksheet*; the student receives the original of the worksheet and a copy is placed in the student's file
Annual Development Review (yearly in spring)	OPTIONAL: students may submit supporting paperwork to show the progress over the course of the prior academic year IF FIRST YEAR: students complete the *Graduate Study Plan* (GSP) and submit it to the advisor NOTE: annual submission of the *Ph.D. Program Disclosure Form* is required	Faculty discuss student progress; the student advisor completes *the Annual Student Professional Development Review* and the *Report of Graduate Student Advisory Committee* and provides feedback to the student in a face-to-face advising session; IF FIRST YEAR: the advisor signs the GSP and the local PC processes the paperwork
Clinical Practicum I and II (typically in year 2 of the program)	Students complete at least the End-of-Semester Practicum Hours Log and submit it to their supervisor for signature; students retain the original log and a copy is placed in the student file; students obtain a minimum grade of B in PSY 652 and 653	Supervisors complete the *Clinical Practicum Evaluation Form* twice per semester (mid- and end-of-semester evaluations) and discuss the completed form with the student in a face-to-face supervision meeting
Community	Students complete the weekly *Community Practicum Hours Log* and	Site supervisors complete the *Community Practicum*

Milestone and Timing	***Student Action and Paperwork***	***Faculty Action and Paperwork***
Practicum I and II (typically in year 3 of the program)	submit it regularly to their community site supervisor for signature; students retain the original log and a copy is placed in the student file; students obtain a minimum grade of B in PSY 672 and 673	*Evaluation Form* at the end of each semester and discuss the completed form with the student in a face-to-face supervision meeting
Clinical- Portfolio (at the end of the third or fourth year in the program)	Students complete the *Clinical Portfolio* as directed in the Student Handbook and submit it in duplicate to the local PD	The local PD convenes the Competency Committee; all committee members complete the *Clinical- Portfolio Rating Sheet*. The PD summarizes findings and sends a letter with detailed feedback to the student; original portfolios are returned to student; rating sheets and feedback letter are filed in the student file
Community Portfolio (at the end of the third or fourth year in the program)	Students complete the *Community Portfolio* as directed in the Student Handbook and submit it in duplicate to the local PD	The local PD convenes the Competency Committee; all committee members complete the *Community Portfolio Rating Sheet*. The PD summarizes findings and sends a letter with detailed feedback to the student; original portfolios are returned to student; rating sheets and feedback letter are filed in the student file
Research Portfolio (at the end of the third or fourth year in the program)	Students complete the *Research Portfolio* as directed in the Student Handbook and submit it in duplicate to the local PD	The local PD convenes the Competency Committee and all committee members complete the *Research Portfolio Rating Sheet*; collecting all rating sheets, the PD summarizes findings and sends a letter with detailed feedback to the student; original portfolios are returned to student; rating sheets and letter are placed in student files
Research Project(at the end of the second year in the program)	Students complete the Research Project as directed in the Student Handbook and submit it in duplicate to their local PD.	The local PD convenes the Competency Committee and all committee members complete the *Research Project Rating Sheet*; collecting all rating sheets, the PD summarizes findings and sends a letter with detailed feedback to the student; original projects are returned to student; rating sheets and letter are placed in student files
Comprehensive Exam	Completion and passing of all portfolios functions as the comprehensive exam (passing of one portfolio results in a conditional pass of the comprehensive exam)	After one portfolio has been passed by the student, the local PD initiates the *Report on Comprehensive Exam* form, assuring that the student's committee signs the form; local PC processes the paperwork
Advancement to Candidacy after passing the Comprehensive Exam)	Students complete the *Application for Advancement to Candidacy for Ph.D. Degree* form and submit it to the advisor	The advisor presents the student request to the faculty for discussion and approval; if approved the *Application for Advancement to Candidacy for Ph.D. Degree* form is signed by the student's committee and processed by the local PC
Dissertation (typically during the third and fourth year; AFTER	Students follow procedures outlined in handbook to identify a dissertation chair, develop a dissertation committee, and outline a topic; students file an *Appointment of Graduate Advisory Committee* form; students obtain a minimum grade of B in PSY 699D; once	The dissertation chair guides the student through the dissertation process as outlined in the Student Handbook; the committee discusses and approved the dissertation proposal and the final dissertation; once the dissertation is complete

Milestone and Timing	***Student Action and Paperwork***	***Faculty Action and Paperwork***
advancement to candidacy)	dissertation is complete and approved by committee, students file *Dissertation Submission Form*	and approved, the chair submits a final grade for PSY 699D
Advancement to Internship (typically in fall of the fourth year in the program)	Students request permission to apply for internship via memo to the local PD no later than November prior to the summer when they want to start internship; OPTIONAL: students include relevant paperwork to document readiness NOTE: updated background check is required	The PD presents the student request to the faculty for discussion and approval completion of the *Student Advancement to Internship Review Form*; if the student is approved, the PD prepares a letter to the student approving the application process for internship to commence
Internship	Students complete any required agency paperwork; student obtains a minimum grade of P in PSY 686	Supervisors complete an *evaluation form* each semester and discuss the completed form with the student in a face-to-face supervision meeting
Alumni Surveys	Program graduates will be surveyed on a regular basis to assess satisfaction with program and professional accomplishments after graduation	Maintain ongoing contact with program graduates and send surveys to graduates on a regular basis

These milestones serve to assure that students progress towards competency in several core areas of the Ph.D. program. These core competencies, summarized below, and expressed in detail in the program goals and objectives derive from the program mission and are used to measure the program's success in meeting its desired outcomes for student education. Annual review of all goals and objectives, via assessment of compliance with associated benchmarks, assures ongoing formative program evaluation that will lead to enhanced program outcomes across time.

Summary of Core Competencies as Reflected in Program Goals and Objectives:

Core Competency	*Definition*	*Associated Outcome Goals and Objectives*
• Research Competence	culturally grounded knowledge and skills in scientific inquiry that translate into competency in using research and evaluation skills to disseminate new knowledge and inform clinical and community practice	Goal #1 with all associated objectives
• Clinical Competence	culturally grounded knowledge and skills in rural clinical practice that translate into competence in developing and implementing culturally relevant prevention and intervention efforts and programs	Goals #2 and #3 with all associated objectives
• Community Competence	culturally grounded knowledge and skills in rural community practice that translate into competence in developing and implementing culturally relevant prevention and intervention efforts and programs	Goal #2 and #3 with all associated objectives
• Cultural Competence	integration of cultural and indigenous knowledge, skills, and competence in all aspects of clinical practice, community practice, and research	All goals and objectives
• Rural Competence	integration of rural knowledge, skills, and competence in all aspects of clinical practice, community practice, and research	All goals and objectives

Additional Data Sources:

In addition to data obtained through the milestones, several outcomes actions engaged in by the program on an annual basis provide data that will be useful to the outcomes assessment. These data include, but may not be limited to the following:

- Annual Student Satisfaction Survey
- Annual Student Cultural Competency Surveys
- Student focus groups (as budget permits)
- Alumni Survey

Recruitment and Retention Goals and Objectives

***Goal #1*: The Joint Ph.D. Program will Recruit and Retain Qualified and Capable students.**
The Joint Ph.D. program will recruit qualified and capable students who are committed and prepared to complete program requirements in a timely manner

Students demonstrate preparation for the doctoral training program through:

Objectives	Benchmarks
Objective 1a: successfully attract and recruit graduate students each year	• Minimum of four applicants for each available slot • Minimum of six graduate students will be recruited each year
Objective 1b: students recruited into program will be academically qualified	• Minimum undergraduate and graduate grade point average of 3.0 • Completed all prerequisite courses
Objective 1c: students recruited into program will be culturally diverse	• Total percentage of student body that is culturally diverse will meet or exceed the total percentage of persons in the United States and in Alaska that are culturally diverse
Objective 1d: students will progress through program requirements in a timely manner	• Median length of time to completion of degree will be 6 years or fewer
Objective 1e: students will be successful in obtaining predoctoral internships	• All eligible students will obtain predoctoral internships that qualify them for licensure as a psychologist
Objective 1f: admitted students will have high commitment to completion of program	• Maximum attrition rate of 15%

Student Outcomes Goals and Objectives

***Goal #1*: The Joint Ph.D. Program Will Prepare Culturally Competent Scientists.**
Program graduates will demonstrate culturally grounded knowledge and skills in scientific inquiry. They will value research and evaluation as important components of the professional identity. They will demonstrate competency in using the research and evaluation skills to disseminate new knowledge and inform clinical and community practice.

Graduates demonstrate and value culturally competent knowledge and skills in:

Objectives	Benchmarks
Objective 1a: the broad domains of psychology from a cultural perspective integrating Western scientific and indigenous knowledge systems	• Passing grade on PSY 602 Native Ways of Knowing • Passing grade on PSY 604 Biological and Pharmacological Bases of Behavior • Passing grade on PSY 607 Cognition, Affect, and Culture • Passing grade on PSY 612 Human Development in a Cultural Context • Minimum rating of 3 on the integration paper item evaluated on either the Clinical Competency Portfolio Rating Sheet or the Community Competency Portfolio Rating Sheet • Minimum average rating of 3 overall on the Research Competency Portfolio Rating Sheet or the Research Project Rating Sheet • Minimum average rating of 3 overall on the Clinical Competency Portfolio Rating Sheet • Minimum average rating of 3 overall on the Community Competency Portfolio Rating Sheet • Inclusion in Research, Clinical, or Competency Portfolio of at least one professional paper, technical report, or professional or community presentation that demonstrates the integration of indigenous and western knowledge
Objective 1b: critical analysis and application of empirical research and technical material in psychology and related disciplines.	• Minimum rating of 3 on the case conceptualization item of the Clinical Competency Portfolio Rating Sheet • Passing grade on PSY 639 Research Methods • Passing grade on PSY 657 Quantitative Analysis • Passing grade on PSY 658 Qualitative Analysis • Minimum rating of 2 on research competence on the *Annual Student Professional Development Review* by the third year • Successful defense of a dissertation proposal • Passing grade on PSY 699D Dissertation
Objective 1c: conceptualization, planning, and implementation of quantitative and qualitative research and evaluation methods in culturally	• Minimum average rating of 3 on the relevant items of the Research Competency Portfolio Rating Sheet or Research Project Rating Sheet • Passing grade on PSY 639 Research Methods

distinct settings, including participatory approaches.	• Passing grade on PSY 657 Quantitative Analysis • Passing grade on PSY 658 Qualitative Analysis • Minimum rating of 2 on research competence on the *Annual Student Professional Development Review* by the third year
Objective 1d: planning, conducting, and interpretation of quantitative and qualitative data analysis.	• Passing grade on PSY 639 Research Methods • Passing grade on PSY 657 Quantitative Analysis • Passing grade on PSY 658 Qualitative Analysis • Successful defense of a dissertation proposal • Passing grade on PSY 699D Dissertation
Objective 1e: presentation of technical and/or scientific information in a coherent and accessible manner for professional and community audiences.	• Research presentation at either a local, regional, national, or international conference • Minimum rating of 2 on communication skills in the *Annual Student Professional Development Review* by the third year • Minimum average rating of 3 on the relevant items of the Research Competency Portfolio Rating Sheet or the Research Project Rating Sheet • Minimum rating of 4 on items 16 and 17 on the final Community Practicum Evaluation Form
Objective 1f: preparation of research and evaluation manuscripts and reports for submission to peer reviewed journals.	• At least one document submitted for the Research Competency, Clinical Competency, or Community Competency Portfolios adheres to most recent APA publication guidelines • Passing grade on PSY 639 Research Methods • Experience with submission process for publication in peer reviewed journals
Objective 1g: conducting research consistent with ethical and multicultural guidelines, principles for research in the Arctic, and local community standards.	• Preparation, submission and approval of at least one IRB application • Passing grade on PSY 611 Ethics and Professional Practice • Successful completion of the CITI program as evidenced via a copy in the student file

***Goal #2*: The Joint Ph.D. Program Will Prepare Culturally Competent Practitioners.** Program graduates will demonstrate culturally grounded knowledge and skills in rural clinical-community practice. They will value integrated clinical-community psychology as an important component of the professional identity. They will demonstrate competence in developing and implementing culturally relevant prevention and intervention efforts and programs.

Graduates demonstrate and value culturally competent knowledge and skills in:

Objectives	Benchmarks
Objective 2a: integrating clinical and community psychological theories, research and practice in diverse and rural settings	• Minimum rating of 4 on item 5, 14, 15, and 16 on the final Clinical Practicum Evaluation Form • Minimum rating of 4 on item 9 on the final Community Practicum Evaluation Form • Successful acceptance into and completion of an internship, passing 18 credits of PSY 686 Predoctoral Internship • Minimum average rating of 3 on the integration paper evaluated on either the Clinical Portfolio Rating Sheet or the Community Portfolio Rating Sheet
Objective 2b: rural professional practice in culturally distinct contexts, and skills in effective work in these rural settings	• Minimum average rating of 3 on the geographic diversity items 7 and 8 of the Clinical Portfolio Rating Sheet • Passing grade on PSY 603 Alaskan and Rural Psychology • Passing grade on PSY 653 Clinical Practicum II • Passing grade on PSY 672 Community Practicum I • Minimum rating of 4 on item 1, 2, 6, 8, 15, and 16 on the final Clinical Practicum Evaluation Form • Minimum rating of 2 on rural competence on the *Annual Student Professional Development Review* by the third year
Objective 2c; theory and research on community and individual level change, and implementation of research-informed activities	• Passing grade on PSY 652 Clinical Practicum I and PSY 653 Clinical Practicum II • Passing grade on PSY 672 Community Practicum I and Minimum rating of 4 on item 1, 2, 6, 8 and 16 on the final Clinical Practicum Evaluation Form • Minimum rating of 4 on item 4 on the final Community Practicum Evaluation Form
Objective 2d: theory and research on culture and community development, capacity building and change	• Passing grade on PSY 607 Cognition, Affect, & Culture • Passing grade on PSY 632 Community Psychology • Minimum rating of 4 on items 10 and 12 on the final Community Practicum Evaluation Form • Minimum rating of 4 on item 20 and 21 on the final Clinical Practicum Evaluation Form
Objective 2e: implementation of community-based interventions, including activities such as health promotion, prevention, psychotherapy,	• Passing grade on PSY 672 Community Practicum I • • Minimum rating of 4 on items 6, 7, 20 and 21 on the final Clinical Practicum Evaluation

and community development	Form • Minimum rating of 4 on items 2, 3, 4, 5, and 11 on the final Community Practicum Evaluation Form • Minimum rating of 2 on cultural competence and community competence on the *Annual Student Professional Development Review* by the third year
Objective 2f: multicultural assessment theories, approaches, and research for individuals, groups, and communities	• Passing grade on PSY 633 Tests & Measurement • Passing grade on PSY 679 Multicultural Assessment I • Minimum average rating of 3 on the relevant assessment items 15 to 19 of the Clinical-Community Portfolio Rating Sheet • Minimum rating of 4 on item 3 on the final Clinical Practicum Evaluation Form
Objective 2g: theories of psychopathology, including cultural and indigenous formulations, case conceptualizations, and treatment planning	• Passing grade on PSY 622 Multicultural Psychopathology • Passing grade on PSY 629 Intervention Skills II • Passing grade on PSY 681 Substances of Abuse in Alaska; PSY 682 Substance Abuse Assessment and Treatment Planning; and PSY 682 Clinical Interventions in Substance Abuse • Minimum rating of 4 on items 3, 4, 5, and 6 on the Clinical Practicum Evaluation Form • Minimum average rating of 3 on the relevant case conceptualization items of the Clinical Portfolio Rating Sheet
Objective 2h: appropriate receipt and use of supervision and consultation at the individual and community level	• Minimum rating of 4 on items 17, 18, 19 and 21 on the Clinical Practicum Evaluation Form • Minimum rating of 4 on item 13 on the final Community Practicum Evaluation Form
Objective 2i: practice in rural and culturally distinct settings consistent with APA ethical guidelines and multicultural practice guidelines, congruent with self-knowledge and self-care	• Passing grade on PSY 611 Ethics and Professional Practice • Minimum rating of 4 on items 9, 10, 11, 12, and 13 on the final Clinical Practicum Evaluation Form • Minimum rating of 4 on items 9 and 14 on the final Community Practicum Evaluation Form • Minimum rating of 2 on Ethics competence (compliance with APA Ethical Guidelines) on the *Annual Student Professional Development Review* by the third year

***Goal #3*: The Joint Ph.D. Program Will Prepare Culturally Competent Policy and Social Change Facilitators.**
Program graduates will demonstrate culturally grounded knowledge and skills relevant to social and healthcare solutions. They will value social justice as an important component of the professional identity. They will have the competency to facilitate policy and social change.

Graduates demonstrate and value culturally competent knowledge and skills in:

Objectives	Benchmarks
Objective 3a: identification of social justice issues.	• Passing grade on PSY 602, Native Ways of Knowing • Passing grade on PSY 603, Alaskan and Rural Psychology • Passing grade on PSY 632, Community Psychology • Minimum rating of 4 on items 6, 12 and 15 on the final Community Practicum Evaluation Form
Objective 3b: understanding rural, Alaska, circumpolar, and indigenous organizations and social policies, and the associated systems of care.	• Passing grade on PSY 603 Alaskan and Rural Psychology • Passing grade on PSY 616 Program Evaluation and Community Consultation I • Passing grade on PSY 617 Program Evaluation and Community Consultation II • Minimum rating of 2 on rural competence on the *Annual Student Professional Development Review* by the third year
Objective 3c: theory and research base on culture, empowerment, and advocacy, specifically in relation to ethnic minority and indigenous considerations and human rights	• Passing grade on PSY 602 Native Ways of Knowing • Passing grade on PSY 632 Community Psychology • Minimum rating of 4 on items 9, 10, and 15 on the final Community Practicum Evaluation Form
Objective 3d: development and effective application of programmatic and policy level solutions to address social problems.	• Passing grade on PSY 672 Community Practicum I • Minimum rating of 4 on item 12 on the final Community Practicum Evaluation Form
Objective 3e: advocacy and policy work in rural and/or culturally distinct settings consistent with ethical and multicultural practice guidelines.	• Passing grade on PSY 672 Community Practicum I • Passing grade on PSY 611 Ethics and Professional Practice • Minimum rating of 4 on item 14 on the final Community Practicum Evaluation Form • Minimum rating of 2 on ethics and professionalism, cultural competence, and community competence on the *Annual Student Professional Development Review* by the third year

***Goal #4*: Graduates of the Joint Ph.D. Program Will Make Significant Contributions to the Field of Psychology**

Program graduates will be satisfied with the training received during doctoral program and after graduation will be actively involved in the professional field of psychology, making contributions through gaining licensure, maintaining membership in relevant professional organizations, and securing employment as psychologists, all in the context of the program's mission as related to the integration of clinical, community, and cultural psychology with rural indigenous emphasis and grounded in a scientist-practitioner model.

Graduates of the training program demonstrate significant contributions to the field of psychology through:

Objectives	Benchmarks
Objective 4a graduates are satisfied with the education they received during their doctoral studies and are qualified to engage in the profession of psychology	• Minimum of 80% of graduates will provide an average score of 5 on the Alumni Survey satisfaction with quality items • Minimum of 80% of graduates will provide an average score of 5 on the Alumni Survey items regarding the degree to which they believe the doctoral program prepared them
Objective 4b: graduates will successfully complete the national licensing exam for psychologists	• Minimum of 75% of graduates taking the national licensing exam will pass exam on the first attempt
Objective 4c: EPPP scores for graduates will approximate national average	• Average EPPP global and subscale scores of graduates will be meet or exceed the national average
Objective 4d: graduates will update regularly their knowledge and will be involved in the profession of psychology	• Average of 20 hours in continuing education activities every two years • Percentage of graduates maintaining membership in professional organizations will approximate national average
Objective 4e: graduates will be successful in securing employment as a psychologist	• Minimum of 90% of graduates will obtain first position as a psychologist within six months of graduation • A minimum of 90% of graduates are employed in the field of clinical-community psychology

Document adopted on 9/28/2007; document revised and adopted on 04/03/09

TABLE 3: STUDENT TRAINING OUTCOMES AS OF ACADEMIC YEAR 2011/ 2012

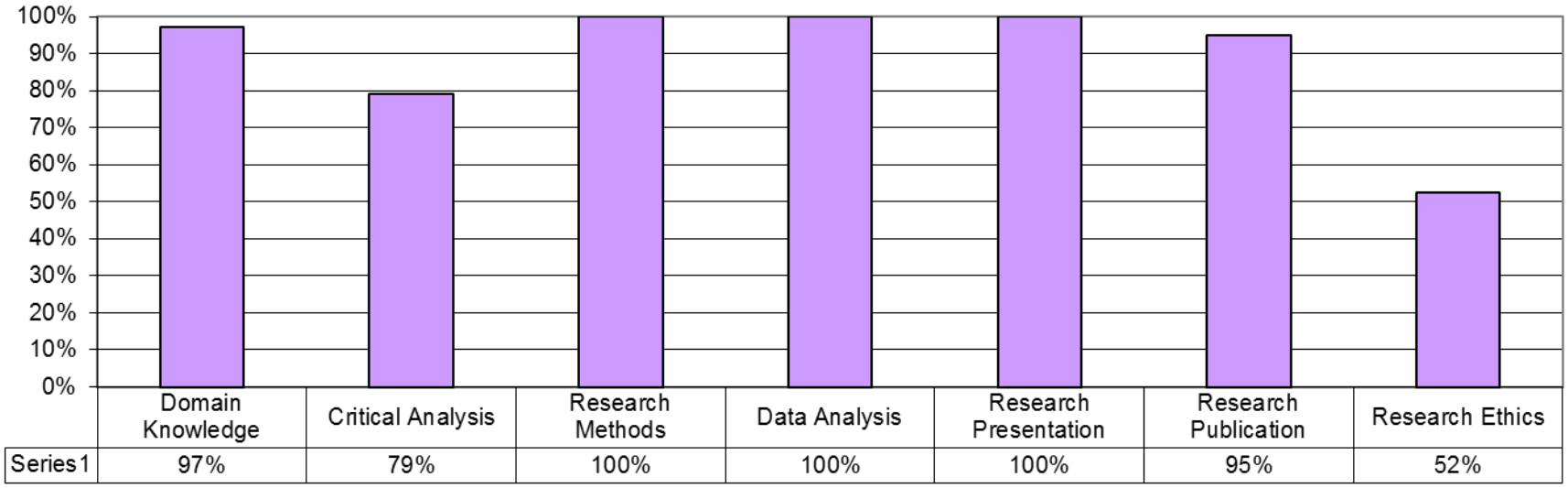
Training Goal 1:
Culturally Grounded Knowledge and Skills in Scientific Inquiry

The Joint PhD Program Will Prepare Culturally Competent Scientists.
Program graduates will demonstrate culturally grounded knowledge and skills in scientific inquiry. They will value research and evaluation as important components of the professional identity. They will demonstrate competency in using the research and evaluation skills to disseminate new knowledge and inform clinical and community practice.

Graduates demonstrate and value culturally competent knowledge and skills in:

Objectives	Sample Aggregate Data
Objective 1a: the broad domains of psychology from a cultural perspective integrating Western scientific and indigenous knowledge systems	• 100% of eligible students have received passing grades in coursework relevant to the broad domains of psychology • 88% of eligible students have successfully completed the required integration paper • 93% of eligible students have successfully passed the research competency portfolio • 98% of eligible students successfully demonstrated integrative thought in the broad domains of psychology via the clinical-community portfolio • 100% of eligible students have completed a paper demonstrating integration of western and indigenous knowledge systems related to broad domains of psychology
Objective 1b: critical analysis and application of empirical research and technical material in psychology and related disciplines	• 79% of eligible students received a top rating for their clinical conceptualization in the clinical portfolio • 100% of eligible students successfully demonstrated critical analysis skills through research methods courses • 100% of eligible students have successfully passed qualitative and quantitative analysis courses • 11 students have successfully defended a dissertation proposal • 6 students have successfully completed a dissertation, including the oral defense
Objective 1c: conceptualization, planning, and implementation of quantitative and qualitative research and evaluation methods in culturally distinct settings, including participatory approaches	• 77% of eligible students successfully passed relevant items in the research competency portfolio • 52% of student who have begun the dissertation process have successfully demonstrated research methods mastery through defending a dissertation proposal • 95% of eligible students received passing reviews for the development of research competence (level-appropriate) on the Annual Student Development Review • 100% of eligible students have passed qualitative and quantitative analysis courses • 100% of eligible students successfully passed research methods courses
Objective 1d: planning, conducting, and interpretation of quantitative and qualitative data analysis	• 100% of eligible students have passed qualitative and quantitative analysis courses • 99% of eligible students successfully passed research methods courses
Objective 1e: presentation of technical and/or scientific information in a coherent and accessible manner for professional and community audiences	• 96% of eligible students have received passing reviews for the development of research competence (level-appropriate) with regard to verbal dissemination attempts on the Annual Student Development Review • 89% of eligible students who have submitted a research portfolio have successfully met the presentation and research or evaluation findings communication criterion of the research competency portfolio
Objective 1f: preparation of research and evaluation manuscripts and reports for submission to peer reviewed journals	• 97% of eligible students have submitted evidence of APA publication standards mastery • 74% of eligible students who have submitted a research portfolio have successfully published in a peer-reviewed journal • Students have published a total of 45 peer-reviewed manuscripts in a variety of journals relevant to the discipline
Objective 1g: conducting research consistent with ethical and multicultural guidelines, principles for research in the Arctic, and local community standards	• 100% of eligible students have received passing grades on course work assessing research ethics • 100% of eligible students have successfully submitted an IRB proposal • 100% of students have an up-to-date CITI IRB Certificate of Completion on file with the program coordinator

Summary of Percent of Students with Acceptable Performance by Objective within Goal 1
(Culturally Grounded Knowledge and Skills in Scientific Inquiry)



	Domain Knowledge	Critical Analysis	Research Methods	Data Analysis	Research Presentation	Research Publication	Research Ethics
Series1	97%	79%	100%	100%	100%	95%	52%

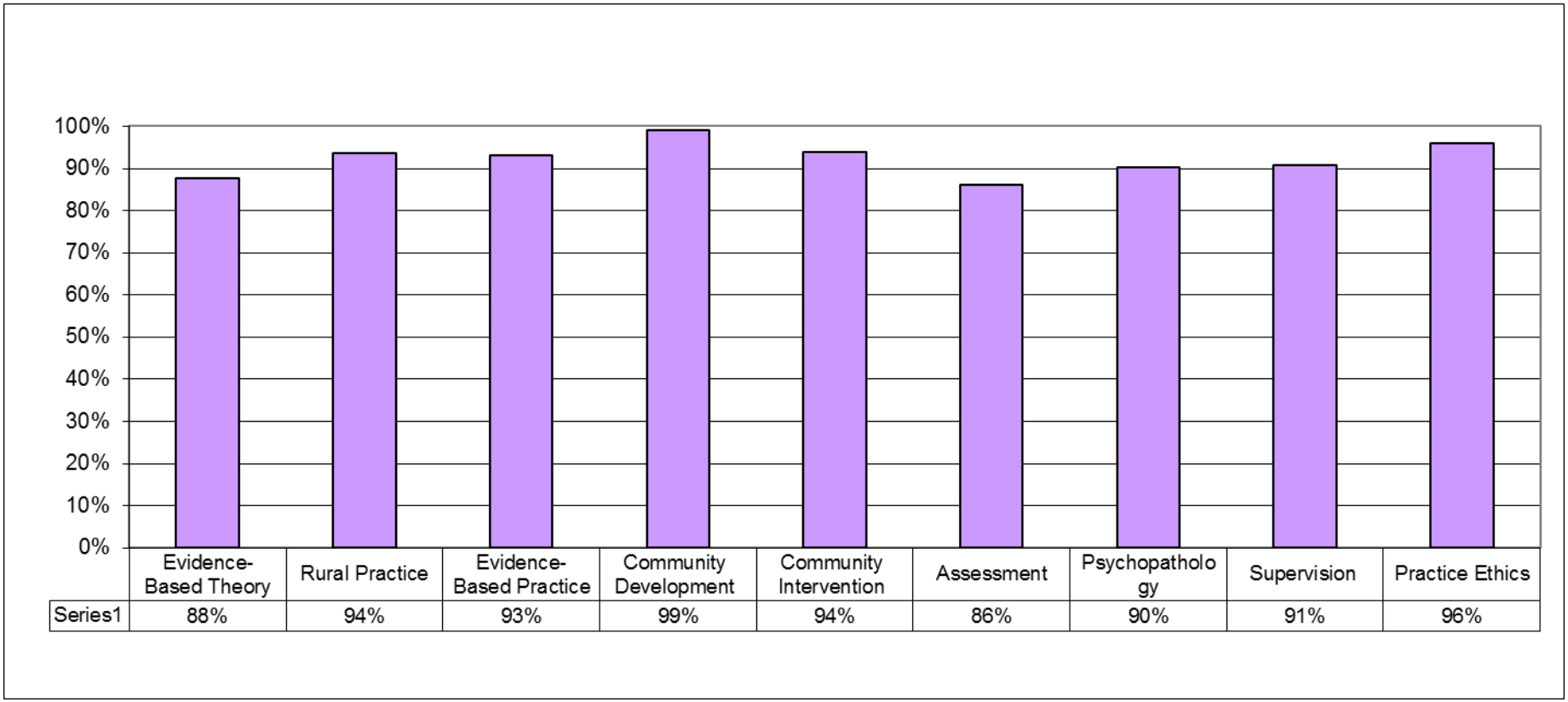
Training Goal 2:
Culturally Grounded Knowledge and Skills in Rural Clinical-Community Practice

The Joint PhD Program Will Prepare Culturally Competent Practitioners. Program graduates will demonstrate culturally grounded knowledge and skills in rural clinical-community practice. They will value integrated clinical-community psychology as an important component of the professional identity. They will demonstrate competence in developing and implementing culturally relevant prevention and intervention efforts and programs.

Graduates demonstrate and value culturally competent knowledge and skills in:

Objectives	**Sample Aggregate Data**
Objective 2a: integrating clinical and community psychological theories, research and practice in diverse and rural settings	• 64% of eligible students have received target ratings on their clinical practicum rating forms on relevant evidence based theory items • 100% of eligible students have received benchmark-level ratings on their community practicum rating forms on relevant evidence-based theory items • 100% of eligible students have successfully secured or completed internships with EBT-compatible missions
Objective 2b: rural professional practice in culturally distinct contexts, and skills in effective work in these rural settings	• 95% of eligible students received benchmark-level ratings on geographic diversity of clientele • 99% of eligible students have received passing grades in relevant course work • 64% of students received benchmark-level ratings on the rurally-relevant items of their clinical practicum raging forms
Objective 2c; theory and research on community and individual level change, and implementation of research-informed activities	• 64% of eligible students have received benchmark-level ratings on their clinical practicum rating forms on relevant evidence-based practice items • 95% of eligible students have received benchmark-level ratings on their community practicum rating forms on relevant evidence based practice items • 100% eligible students passed courses with EBP components
Objective 2d: theory and research on culture and community development, capacity building & change	• 100% eligible students passed courses with community development components • 95% of eligible student received top ratings on community practicum rating form items related to community program development
Objective 2e: implementation of community-based interventions, including activities such as health promotion, …	• 100% of eligible student received benchmark-level ratings on community practicum rating form items related to community intervention • 100% of students received passing reviews for community intervention and cultural competence in community setting on their Annual Development Review • 100% of eligible students received passing grades in relevant course work
Objective 2f: multicultural assessment theories, approaches, and research for individuals, groups, and communities	• 98% of eligible students received passing ratings on assessment-related items in their clinical competency portfolio • 56% of eligible students received benchmark-level ratings on assessment-related items on the clinical practicum evaluation form • 100% of eligible students passed both required assessment courses
Objective 2g: theories of psychopathology, including cultural and indigenous formulations, case conceptualizations, and treatment planning	• 100% of eligible students received passing ratings on diagnosis-related items in their clinical competency portfolio • 55% of eligible students received benchmark-level ratings on diagnosis-related items on the clinical practicum evaluation form • 99% of eligible students passed all diagnosis- related courses
Objective 2h: appropriate receipt and use of supervision and consultation at the individual and community level	• 82% of eligible students received benchmark-level ratings on supervision-related items on the clinical practicum evaluation form • 100% of eligible students received benchmark-level ratings on supervision-related items on the community practicum evaluation form • 100% of eligible students passed the community consultation course sequence
Objective 2i: practice in rural and culturally distinct settings consistent with APA ethical guidelines and multicultural practice guidelines, congruent with self-knowledge and self-care	• 100% of eligible students passed ethics-related course work • 88% of eligible students received benchmark-level ratings on ethics-related items on the clinical practicum evaluation form • 100% of eligible students received benchmark-level ratings on ethics-related items on the community practicum evaluation form • 96% of students received passing reviews on their Annual Development Review for ethics and professional conduct

Summary of Percent of Students with Acceptable Performance by Objective within Goal 2
(Culturally Grounded Knowledge and Skills in Rural Clinical-Community Practice)



	Evidence-Based Theory	Rural Practice	Evidence-Based Practice	Community Development	Community Intervention	Assessment	Psychopathology	Supervision	Practice Ethics
Series1	88%	94%	93%	99%	94%	86%	90%	91%	96%

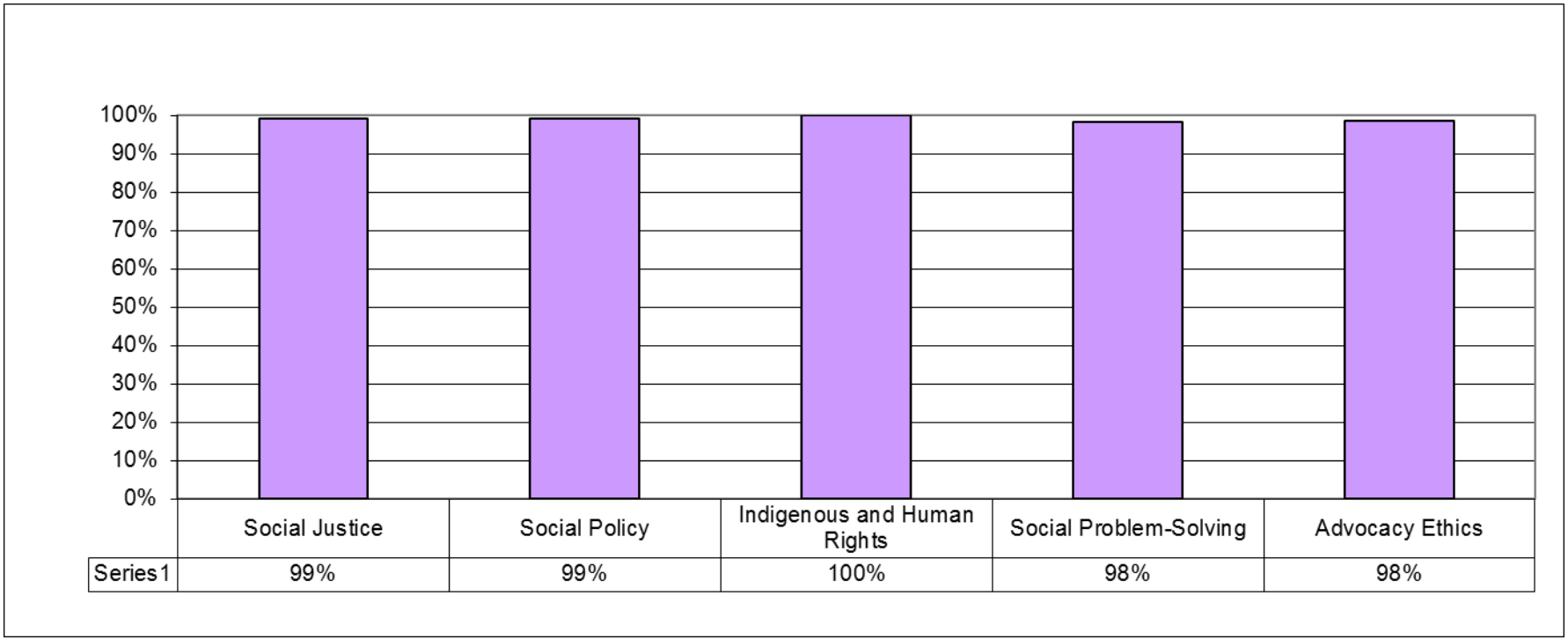
Training Goal 3:
Culturally Grounded Knowledge and Skills Related to Social and Healthcare Solutions

The Joint PhD Program Will Prepare Culturally Competent Policy and Social Change Facilitators.
Program graduates will demonstrate culturally grounded knowledge and skills relevant to social and healthcare solutions. They will value social justice as an important component of the professional identity. They will have the competency to facilitate policy and social change.

Graduates demonstrate and value culturally competent knowledge and skills in:

Objectives	**Sample Aggregate Data**
Objective 3a: identification of social justice issues.	• 100% of eligible students received benchmark-level ratings on social justice-related items on the community practicum evaluation form • 99% of eligible students passed social justice-related course work
Objective 3b: understanding rural, Alaska, circumpolar, and indigenous organizations and social policies, and the associated systems of care.	• 100% of eligible students passed social policy course work • 100% of students received passing reviews on their Annual Development Review for rural and cultural competence
Objective 3c: theory and research base on culture, empowerment, and advocacy, specifically in relation to ethnic minority and indigenous considerations and human rights	• 100% of eligible students received benchmark-level ratings on human rights-related items on the community practicum evaluation form • 100% of eligible students passed human rights -related course work
Objective 3d: development and effective application of programmatic and policy level solutions to address social problems.	• 95% of eligible students received benchmark-level ratings on social problem-solving-related items on the community practicum evaluation form • 100% of eligible students passed social problem-solving -related course work
Objective 3e: advocacy and policy work in rural and/or culturally distinct settings consistent with ethical and multicultural practice guidelines.	• 99% of eligible students passed advocacy ethics-related course work • 100% of students received passing reviews on their Annual Development Review for ethics and professional conduct

Summary of Percent of Students with Acceptable Performance by Objective within Goal 3
(Culturally Grounded Knowledge and Skills Related to Social and Healthcare Solutions)



Notes:

1. Data in these tables are based on UAA and UAF program outcome spreadsheets maintained for all active students by the Program Coordinators.
2. These tables were based on the spreadsheets as of completed data entry for the Spring 2012 semester

APPENDIX A: EVALUATION TOOLS

Annual Student Professional Development Review

Student Name: _____

Date Reviewed: _____

Performance Aspect	*1*	*2*	*3*	*NB*	*Comments*
Course Work					
Written Communication Skills (Verify APA Format Mastery)					
Clinical Competence					
Community Competence					
Research Competence					
Assistantship Performance					
Cultural Competence					
Rural Competence					
Ethics and Professionalism					
Overall Participation in Program					

1 = not satisfactory; 2 = satisfactory with some problems; 3 = satisfactory with no problems/concerns; NB – No Basis

Recommendations about Documents Student Submit to Demonstrate Progress toward the Portfolios:

Year One	*Year Two*	*Year Three*	*Year Four*
Clinical-Community Portfolio			
Instructor feedback from PSY 623 and PSY 629	Final evaluation report for PSY 616/617	All supervisor evaluations from PSY 672 and PSY 673	
Final paper for PSY 632	All supervisor evaluations from PSY 652 and PSY 653	Supervisor evaluations from any additional practica taken as electives	
	Reports from any and all testing/assessment classes		
	Supervisor evaluations from any additional practica taken as electives		
Research Portfolio			
Final research report from PSY 639	Statistical programs, output/data interpretations and final reports from PSY 657	Coding programs, data interpretations and final reports from PSY 658	**Portfolio should now be complete and passed**
Evaluations from research assistantships if available	Evaluations from research assistantships if available	Evaluations from research assistantships if available	
Research products such as conference abstracts, manuscripts submitted, grants submitted, technical reports	Research products such as conference abstracts, manuscripts submitted, grants submitted, technical reports	Research products such as conference abstracts, manuscripts submitted, grants submitted, technical reports	

Portfolio	*1*	*2*	*3*	*NB*	*Comments*
Assessment of Progress Toward Research Portfolio					
Assessment of Progress Toward Clinical/Community Portfolio					

1 = not satisfactory; 2 = satisfactory with some problems; 3 = satisfactory with no problems/concerns; NB = No Basis

☐ Career Advising Discussed

Advisor Signature: _____

PD Signature: _____

Date of Feedback: _____

Student Signature: _____

Student Response: ____ yes (see attached) ____ no

UAF-UAA Ph.D. Program in Clinical-Community Psychology
Clinical Practicum Evaluation

Name of Trainee: _____ **Date:** _____

PSY 652 Year/Semester: _____ **OR PSY 653 Year/Semester:** _____

Practicum Site: _____

Supervisor: _____

_____ **Mid-Semester Evaluation** _____ **End-Of-Semester Evaluation**

Directions: Ratings of trainees should be based on actual observation and/or reports of trainee performance received from faculty supervisors, field site supervisors, university instructors, staff, and appropriate others. Please evaluate the trainee only after s/he has completed all of the practicum/internship requirements for the period under review. Evaluations should be based on the trainee's current level of progress and competence in the current practicum site. Circle the number of the scale that best describes the trainee's competence as given in the descriptions below. Rate each category independently. A description of the scale points is given below.

-1- Competence considered in need of further training and/or to require additional growth, maturation, and change on the part of the trainee for her/him to be effective; trainee cannot be allowed to function independently at this time and requires close supervision for all activities.

-2- Competence considered to be in need of further development but which, with further supervision and experience, is expected to develop satisfactorily; independent functioning is not yet recommended and close supervision is required for most activities.

-3- Competence is considered to be at an adequate level; independent functioning is not yet recommended and moderate supervision is required.

-4- Competence is well developed; trainee can begin to function independently but still requires periodic supervision.

-5- Competence is very developed; trainee is capable of functioning independently with little or no need for supervision.

-N- Insufficient data to rate at this time.

Signatures. A copy of this evaluation will be filed in the trainee's permanent Program file. The signatures below attest only to the fact that the signers have seen the evaluation and reviewed its contents. A trainee's signature on this document does not in any way indicate that she or he either agrees or disagrees with the contents; only that the evaluation's contents were seen and reviewed. Trainees have the right at any time to file a response with the Program Director for placement into the trainee's permanent Program file.

Trainee: _____ Date: _____

Supervisor: _____ Date: _____

A. Clinical and Relationship Skills

1. ***Relationship Skills*** • established rapport, was aware of own impact on others, showed respect for clients, colleagues, and staff in professional contexts, able to maintain appropriate boundaries	**N**	**1**	**2**	**3**	**4**	**5**
• demonstrated competence in understanding and appropriate use of cultural and other contextual elements (such as rurality) in the relationship between the individual and the clinician.	**N**	**1**	**2**	**3**	**4**	**5**
Comments:						
2. ***Therapeutic Use of Relationship*** • demonstrated understanding of therapist-client relationship dynamics; showed ability to use the therapist-client relationship in a constructive and therapeutic manner	**N**	**1**	**2**	**3**	**4**	**5**
• demonstrated competence in understanding and appropriate use of cultural and other contextual elements (such as rurality) in human change processes within the relationship between the individual and the clinician.	**N**	**1**	**2**	**3**	**4**	**5**
Comments:						
3. ***Assessment Skills*** • demonstrated appropriate knowledge and use of assessment tools and interviewing skills; able to select, interpret, and discuss assessment interpretations appropriately with clients and colleagues, and integrate them in reports	**N**	**1**	**2**	**3**	**4**	**5**
• demonstrated competence in multicultural assessment, including skills in assessment of acculturation status and cultural identity, ability to use moderator variables in the development of culturally-grounded assessment interpretation, skills in collaborative assessment, and ability to integrate cultural considerations in report writing	**N**	**1**	**2**	**3**	**4**	**5**
Comments:						
4. ***Diagnostic Skills*** • demonstrated comprehensive knowledge of DSM-IV; incorporated multiple data sources in determining diagnosis; showed sensitivity to client concerns; used diagnosis to establish goals and make appropriate referrals	**N**	**1**	**2**	**3**	**4**	**5**
• demonstrated cultural competence in diagnosis, including demonstrated understanding of cultural factors in symptom expression, cultural explanations of illness, and cultural factors related to psychosocial environment and levels of functioning. Demonstrated competence in use of the DSM-IV Outline for Cultural Formulation	**N**	**1**	**2**	**3**	**4**	**5**
Comments:						
5. ***Case Conceptualization and Treatment Plans*** • demonstrated ability to conceptualize cases and develop appropriate treatment plans based on those conceptualizations	**N**	**1**	**2**	**3**	**4**	**5**
• demonstrated competence in the integration of multicultural assessment and culturally competent diagnostic findings into cultural formulations and carefully considered rural issues in treatment plans	**N**	**1**	**2**	**3**	**4**	**5**

Comments:						
6. ***Intervention Skills***						
• showed flexibility in selecting from and using a variety of strategies to help clients work most effectively toward identified goals	**N**	**1**	**2**	**3**	**4**	**5**
• demonstrated competence in application of a cultural formulation within a multicultural assessment-intervention process and in the application of interventions in a rural context	**N**	**1**	**2**	**3**	**4**	**5**
Comments:						
7. ***Crises Management***						
• recognized and handled clinical crises and emergencies in a professional manner	**N**	**1**	**2**	**3**	**4**	**5**
• recognized any cultural and rural issues that arose during crises, modified their intervention accordingly, and responded in a culturally appropriate manner	**N**	**1**	**2**	**3**	**4**	**5**
Comments:						
8. ***Consultation Skills***						
• worked effectively with significant others (e.g., family members, teachers, relevant professionals, elders, traditional healers, community leaders) to help meet client needs	**N**	**1**	**2**	**3**	**4**	**5**
• demonstrated cultural competence in determining the appropriate time and appropriate ways to consult with significant others, especially when working with families and communities	**N**	**1**	**2**	**3**	**4**	**5**
Comments:						

B. Professional Presentation and Behavior

9. ***Professional Behavior***						
• showed readiness and ability to assume and discharge assigned duties; initiated opportunities to gain and share skills	**N**	**1**	**2**	**3**	**4**	**5**
• demonstrated competence in integrating knowledge and skills about culture and rurality in professional behavior and ethical conduct	**N**	**1**	**2**	**3**	**4**	**5**
Comments:						
10. ***Self Presentation***						
• presented self in a professional manner through physical appearance/dress, timeliness, organization, confidence, and desire to help; behavior consistently calm and mature	**N**	**1**	**2**	**3**	**4**	**5**
• as appropriate, demonstrated competence in integrating knowledge and understanding about how culture can impact client-therapist relationship by adjusting self-presentation through physical appearance/dress, timeliness, organization, confidence, and service delivery style	**N**	**1**	**2**	**3**	**4**	**5**

Comments:						
11. ***Management of Personal Issues in a Professional Manner***						
• Is aware of and controls personal stress, psychological dysfunction, or emotional reactions so that they do not affect case conceptualization, professional interactions with clients and their families, or relationships with colleagues and other professionals	**N**	**1**	**2**	**3**	**4**	**5**
• Is aware of personal biases and ensures they do not affect their professional and clinical judgment; demonstrates an attitude of openness toward culturally diverse people and situations	**N**	**1**	**2**	**3**	**4**	**5**
Comments:						
12. ***Self-Care***						
• developed and practiced appropriate self-care strategies to address professional stress and challenges; receptive to feedback in relation to self-care strategies and able to adapt strategies as needed	**N**	**1**	**2**	**3**	**4**	**5**
• developed self-care strategies that are appropriate to their own cultural heritage	**N**	**1**	**2**	**3**	**4**	**5**
Comments:						
13. ***Ethical Knowledge & Practice***						
• demonstrated understanding of ethical principles; showed awareness of ethical dilemmas as they occurred; conformed to ethical principles in professional work and practice	**N**	**1**	**2**	**3**	**4**	**5**
• recognized potential influence that cultural and rurality issues can have in ethical dilemmas; as appropriate and needed, incorporated knowledge of cultural and rurality issues into resolving potential and actual ethical dilemmas	**N**	**1**	**2**	**3**	**4**	**5**
Comments:						
14. ***Intake Report & Progress Notes***						
• completed intake reports and case notes in a timely manner and in accordance with practicum site procedures and guidelines; included relevant professional information in a manner which could be used and interpreted by other professionals	**N**	**1**	**2**	**3**	**4**	**5**
• demonstrated competence in integrating knowledge and skills about culture and rurality in preparing intake reports and progress notes especially in the context of how these documents will be used by others	**N**	**1**	**2**	**3**	**4**	**5**
Comments:						
15. ***Overall Knowledge and Practice of Diversity and Rurality Issues***						
• demonstrated understanding of diversity and rurality issues related to concerns of clients and colleagues; showed awareness of ethnic, cultural, sexual orientation, disability, and religious concerns and competent application of this understanding and awareness in practice	**N**	**1**	**2**	**3**	**4**	**5**
• sought consultation and additional knowledge from a variety of appropriate non-client sources	**N**	**1**	**2**	**3**	**4**	**5**

to enhance knowledge of diversity and rurality issues							
Comments:							

C. *Supervision Behavior and Knowledge Demonstration*

16. ***Knowledge Base***						
• demonstrated good understanding and use of theories and research in psychology, human development, counseling/psychotherapy, assessment, and psychopathology	**N**	**1**	**2**	**3**	**4**	**5**
• integrated cultural and rural knowledge and skills into all realms of knowledge base	**N**	**1**	**2**	**3**	**4**	**5**
Comments:						
17. ***Written Communication Skills***						
• showed ability to write clearly in a professional style that is clear, succinct, and devoid of unnecessary jargon	**N**	**1**	**2**	**3**	**4**	**5**
• demonstrated competence in integrating knowledge and skills about culture and rurality in written communications and in discussing cultural issues effectively in these communications	**N**	**1**	**2**	**3**	**4**	**5**
Comments:						
18. ***Oral Communication Skills***						
• showed ability to use oral language to communicate effectively with clients, supervisors, colleagues, and others	**N**	**1**	**2**	**3**	**4**	**5**
• demonstrated awareness of influence of cultural and rurality issues in oral communication skills, including nonverbal expression and sociolinguistics; demonstrated competence in the ability to listen and communicate in culturally appropriate ways with diverse clients	**N**	**1**	**2**	**3**	**4**	**5**
Comments:						
19. ***Supervisory Involvement***						
• sought supervision when needed, openly shared concerns and ideas with supervisor, demonstrated openness to feedback, used supervisory suggestions to make improvements	**N**	**1**	**2**	**3**	**4**	**5**
• demonstrated competence in integrating knowledge and skills about culture and rurality in supervision; sought rurally- and culturally-relevant feedback to make improvements	**N**	**1**	**2**	**3**	**4**	**5**
Comments:						

D. *Agency Behavior*

20. ***Program Development Skills***						
• developed alternative prevention or intervention programs to meet client or community needs	**N**	**1**	**2**	**3**	**4**	**5**
• demonstrated competence in integrating knowledge and skills about culture and rurality in the developmental of alternative prevention or intervention programs	**N**	**1**	**2**	**3**	**4**	**5**
Comments:						
21. ***Agency Involvement***						
• attended and actively participated in staff meetings and conferences; fulfilled administrative	**N**	**1**	**2**	**3**	**4**	**5**

responsibilities						
• demonstrated competence in integrating knowledge and skills about culture and rurality in behavior related to staff meetings, conferences, and administrative responsibilities	**N**	**1**	**2**	**3**	**4**	**5**
Comments:						

22. Other Feedback & Comments (please attach additional sheets as needed)

UAF-UAA Joint Ph.D. Program in Clinical-Community Psychology

Clinical Portfolio Rating Sheet

Student: _____

Year Entered Program: _____

Rater: _____

Date: _____

It is advised that students place the portfolio materials in a three-ring binder with a table of contents; structure the binder according to the parts and sections of the rating sheet. DO NOT use plastic sheet protectors.
Each section will be easier to evaluate by the reviewers if it includes a separate cover sheet outlining what follows.

Note: For satisfactory completion of the clinical portfolio, each item with a rating scale must be completed with no less than a rating of 3 (satisfactory) and each item with a yes/no must be completed with a "yes". For each item rated 1 or 2 or "no", please provide specific recommendations for revision or remediation.

Clinical Portfolio

Section One: Log of Clinical Activities

Student log shows the minimum hours and types of information, drawing on clinical experiences obtained in supervised clinical practica taken for practicum or clinical course credit:	***Rating*** 1=unsatisfactory 2= incomplete 3=satisfactory 4=outstanding Yes = present; No = not present	***Comments/Recommendations*** If a rating of 1 or 2 is provided, explain why and **recommend specific revisions or remediation plans**; if "no" indicate what is missing
• At least 600 hours of direct client contact	yes no	
• At least 80 hours of individual clinical supervision	yes no	
• At least 120 hours of clinical group supervision	yes no	
• Range of client ages	1 2 3 4	
• Range of client cultural diversity	1 2 3 4	

• Range of client geographical diversity	1 2 3 4	
• Range of clinical modalities - Individual - Group - Family and/or couple - Other	1 2 3 4	
• Range of assessments - IQ and achievement - Personality and psychopathology - Other	1 2 3 4	
• Description of a personal theoretical orientation	yes no 1 2 3 4	
• Signed activity logs for all clinical practica documenting a minimum of two semesters of practica (each with a minimum of 15 hour per week for at least 15 weeks)	yes no	

Section Two: Documentation of Clinical Practicum Evaluations

Student provides copies of all of the following documents; these will be rated on presence **and** quality:	***Rating*** 1=unsatisfactory 2= incomplete 3=satisfactory 4=outstanding Yes = present; no = not present	***Comments/Recommendations*** If a rating of 1 or 2 is provided, explain why and **recommend specific revisions or remediation plans**; if "no" indicate what is missing
• Clinical Practicum I - mid-semester evaluation - end-of-semester evaluation	yes no 1 2 3 4 1 2 3 4	
• Clinical Practicum I - mid-semester evaluation - end-of-semester evaluation	yes no 1 2 3 4 1 2 3 4	
• Clinical Practicum II - mid-semester evaluation - end-of-semester evaluation	yes no 1 2 3 4 1 2 3 4	
• Clinical Practicum II - mid-semester evaluation - end-of-semester evaluation	yes no 1 2 3 4 1 2 3 4	

• Elective Additional Clinical Practicum - mid-semester evaluation - end-of-semester evaluation	yes no 1 2 3 4 1 2 3 4	
• Elective Additional Clinical Practicum - mid-semester evaluation - end-of-semester evaluation	yes no 1 2 3 4 1 2 3 4	

Section Three: Clinical Assessment and Intervention Samples

Students must provide sample of a comprehensive psychological assessment and a clinical intervention conducted in a clinical setting. Cases must be submitted in redacted, confidential form. Rated on presence of all components **and** quality.	***Rating*** 1=unsatisfactory 2= incomplete 3=satisfactory 4=outstanding Yes = present; No = not present	***Comments/Recommendations*** If a rating of 1 or 2 is provided, explain why and **recommend specific revisions or remediation plans**; if "no" indicate what is missing
Clinical Assessment Sample: an assessment report based on a comprehensive psychological assessment consisting of a clinical history and a test battery, that minimally included intellectual, personality, and clinical assessments/testing, using instruments selected to answer a clearly defined clinical referral question in a culturally competent manner.		
• Assessment report: - clinical history - psychological test battery - clinical diagnosis - cultural formulation	yes no 1 2 3 4 yes no 1 2 3 4 yes no 1 2 3 4 yes no 1 2 3 4	
• Raw data: - All raw data included - Quality of raw data	yes no 1 2 3 4	
Clinical Intervention Sample: a document demonstrating the use of a particular theoretical model and its application with a client in a culturally relevant manner		
• Integrated literature-based account of clinical assessment, treatment course and outcomes treatment, including cultural formulation of all aspects of assessment, treatment & outcomes - citations for literature underlying treatment decisions and recommendations should be provided in the document - approximately 15 pages length in APA format, including references but not title pages; no abstract is necessary	yes no 1 2 3 4	

• All written materials and documents making reference to the client are to be thoroughly de-identified prior to submission for review.	yes no **if no, do not review materials**	
• Sample Documentation: - Intake report - 5 progress notes - Termination summary	yes no 1 2 3 4 yes no 1 2 3 4 yes no 1 2 3 4	
• Copy of a signed informed consent statement indicating that the client is aware that his/her sessions are being recorded for purposes of the therapist's satisfying a program requirement.	yes no **if no, do not review videotape** 1 2 3 4	
• Video tapes of sessions illustrating key components & aspects of intervention.	yes no 1 2 3 4	

Section One: Integration Paper

Student must prepare a 10-15 page paper that demonstrates their personal integration of the domains of clinical, community, cross cultural psychology, and rural practice	***Rating*** 1=unsatisfactory 2= incomplete 3=satisfactory 4=outstanding Yes = present; No = not present	***Comments/Recommendations*** If a rating of 1 or 2 is provided, explain why and recommend specific revisions or remediation plans; ; if "no" indicate what is missing
• Paper articulates understanding from the theoretical orientation to which the student ascribes in areas including, but not limited to, the following: - Psychopathology/etiology of illness - approaches to assessment - course of treatment/healing - role of community - role of culture	yes no 1 2 3 4	

Rater Overall Portfolio Recommendation:

☐ Pass ☐ Conditional Pass ☐ Fail

Additional Comments or Feedback:

UAF-UAA Ph.D. Program in Clinical-Community Psychology
Community Psychology Practicum Evaluation

Name of Trainee: _____ **Date:** _____

PSY 672 Year/Semester: _____ **OR PSY 673 Year/Semester:** _____

Practicum Site: _____

Site Supervisor: _____

_____ **Mid-Semester Evaluation** _____ **End-Of-Semester Evaluation**

Directions: Ratings of trainees should be based both on the supervisor's direct observation of work and feedback from trainee work colleagues and service recipients. Please evaluate the trainee upon completion all practicum requirements for the period under review. Evaluations should be based on the trainee's current level of competence at the site *in relation to the level you would expect of an entry level PhD psychologis*t. Because of this, the PhD program anticipates a student will not yet have adequate competencies in all areas at the beginning of practicum. This evaluation is a tool that helps the student and the faculty supervisor to identify areas to target training efforts for professional growth. Competence in this evaluation uses a triadic competency model, and includes community psychology knowledge, skills, and attitudes. Circle the number of the scale that best describes the trainee's competence for each of the 18 categories independently, using the following descriptions for each of the anchors:

-1- Competence is in need of further training and/or student requires additional growth, maturation, and change to be effective.

-2- Competence is in need of further development but with further mentoring and experience, is expected to develop satisfactorily.

-3- Competence is at an adequate level.

-4- Competence is well developed.

-5- Competence is extremely well developed.

-N- Insufficient data to rate at this time OR not applicable to this practicum.

Signatures. A copy of this evaluation will be filed in the trainee's permanent Program file. The signatures below attest that the signers have reviewed the evaluation and does not indicate agreement with the contents.. Trainees may provide a written response with the Program Director for placement in their Program file.

Trainee: _____ Date: _____

Supervisor: _____ Date: _____

1. Reliable, responsible, hard-working, and diligent	**N**	**1**	**2**	**3**	**4**	**5**
Comments:						
2. Made an effort to understand the values, mission, and practical realities of the organization and the communities it serves	**N**	**1**	**2**	**3**	**4**	**5**
Comments:						
3. Acted to accommodate the values, mission, and practical realities of the organization and the communities it serves	**N**	**1**	**2**	**3**	**4**	**5**
Comments:						
4. Respectful of members of the setting	**N**	**1**	**2**	**3**	**4**	**5**
Comments:						
5. Entered the setting and joined with members in the setting in a respectful and ethical manner	**N**	**1**	**2**	**3**	**4**	**5**
Comments:						
6. Took initiative in defining what and how they can contribute to the setting	**N**	**1**	**2**	**3**	**4**	**5**
Comments:						
7. Sought out learning opportunities	**N**	**1**	**2**	**3**	**4**	**5**
Comments:						
8. Developed positive collaborative relationships	**N**	**1**	**2**	**3**	**4**	**5**
Comments:						

9. Demonstrated understanding of diversity and rural issues; showed awareness of ethnic, cultural, sexual orientation, disability, and religious concerns and competent application of this understanding and awareness in practice.	**N**	**1**	**2**	**3**	**4**	**5**
Comments:						
10. Demonstrated competence in designing research-informed culturally appropriate activities.	**N**	**1**	**2**	**3**	**4**	**5**
Comments:						
11. Demonstrated competence in implementation of culturally appropriate community-based intervention activities.	**N**	**1**	**2**	**3**	**4**	**5**
Comments:						
12. Demonstrated competence in development and application of programmatic and policy level solutions to address social problems	**N**	**1**	**2**	**3**	**4**	**5**
Comments:						
13. Sought supervision when needed, openly shared concerns and ideas with supervisor, demonstrated openness to feedback, and used supervisory suggestions to make improvements	**N**	**1**	**2**	**3**	**4**	**5**
Comments:						
14. Demonstrated understanding of ethical principles, showed awareness of ethical dilemmas as they occur, conformed to ethical principles in professional work and practice, and showed sensitivity to cultural and rural issues in application of ethical guidelines.	**N**	**1**	**2**	**3**	**4**	**5**
Comments:						
15. Demonstrated an understanding of social justice issues, and addressed social justice issues in their community work.	**N**	**1**	**2**	**3**	**4**	**5**
Comments:						

16. Provided oral presentations that were clear, coherent, useful, and tailored to the audience.	**N**	**1**	**2**	**3**	**4**	**5**
Comments:						
17. Provided written documents that were clear, succinct, tailored to the audience, and devoid of unnecessary jargon.	**N**	**1**	**2**	**3**	**4**	**5**
Comments:						

18. How useful was the student to your organization or group?

1	2	3	4	5
Not at all	A little bit	Moderately	Quite a bit	Extremely

Comments and suggestions:

19. What do you think is the student's most significant contribution to your organization or group?

20. Do you have concerns about this student's work? Y N
If yes, what are they?

21. Other Feedback & Comments (please attach additional sheets as needed)

UAF-UAA Joint Ph.D. Program in Clinical-Community Psychology
Community Portfolio Rating Sheet

Student: _____

Year Entered Program: _____

Rater: _____

Date: _____

Note: For satisfactory completion of the clinical-community portfolio, each item with a rating scale must be completed with no less than a rating of 3 (satisfactory) and each item with a yes/no must be completed with a "yes". For each item rated 1 or 2 or "no", please provide specific recommendations for revision or remediation.

Section One: Log of Community Activities

Student log shows the minimum hours and types of information, drawing on community experiences obtained in supervised community practica taken for practicum or community course credit:	***Rating*** 1=unsatisfactory 2=satisfactory but incomplete 3=satisfactory 4=outstanding Yes = present; no = not present	***Comments/Recommendations*** If a rating of 1 or 2 is provided, explain why and recommend specific revisions or remediation plans; ; if "no" indicate what is missing
• Signed Community Practicum learning contract	1 2 3 4	
• Detailed listing of activities engaged in during Community Practicum, signed by supervisor	1 2 3 4	
• 15 page summary report describing community activities engaged in throughout doctoral program (including program evaluation and community practicum), what the student has learned, areas in which growth is still needed, and plans to further enhance community skills during the Ph.D. program and after graduation. This report should integrate a discussion of the process of entering a setting, building trust, collaboration, cultural and rural issues, ethical issues, and social justice. The student may also comment on	Overall 1 2 3 4 Attention to culture and diversity 1 2 3 4 Attention to process of entry, building trust and collaboration 1 2 3 4 Integration of community psych principles 1 2 3 4	

other guiding principles of community psychology such as appreciating other aspects of diversity, acknowledging personal values, and integrating an ecological framework.		
• Signed activity logs for community practicum documenting a minimum of one semester (with a minimum of 15 hour per week for at least 15 weeks)	yes no	
• Description of community involvements other than the community practicum or the program evaluation and consultation activities	1 2 3 4	

Section Two: Documentation of Community Practicum Evaluations

Student provides copies of all of the following documents; these will be rated on presence **and** quality:	***Rating*** 1=unsatisfactory 2=satisfactory but incomplete 3=satisfactory 4=outstanding Yes = present; no = not present	***Comments/Recommendations*** If a rating of 1 or 2 is provided, explain why and recommend specific revisions or remediation plans; ; if "no" indicate what is missing
• Community Practicum I - mid-semester evaluation - end-of-semester evaluation	yes no 1 2 3 4 1 2 3 4	
• Elective Additional Community Practicum - mid-semester evaluation - end-of-semester evaluation	yes no 1 2 3 4 1 2 3 4	

Section Three: Community Assessment and Intervention Samples

Students must provide samples of community assessment and intervention activities. Rated on presence of all components **and** quality.	***Rating*** 1=unsatisfactory 2=satisfactory but incomplete 3=satisfactory 4=outstanding Yes = present; no = not present	***Comments/Recommendations*** If a rating of 1 or 2 is provided, explain why and recommend specific revisions or remediation plans; ; if "no" indicate what is missing
Choose any project for which you conducted a community assessment or intervention, and write a 15-page literature based account of the	yes no Overall 1 2 3 4	

project (for example, integrating literature in the rationale, methodology, interpretation of findings, etc). This paper should include a discussion of: • the purpose of the project and reasons for its development • methodology, including involvement of community members in methods • findings and/or learning experiences • dissemination to community and/or collaborators involved in the project. Cultural, rural, and ethical considerations should be integrated throughout this report.	Attention to culture and diversity 1 2 3 4 Integration of literature 1 2 3 4 Justification for the chosen methodology 1 2 3 4 Appropriateness of involvement of community (i.e., in methodology, dissemination, etc.) 1 2 3 4 Consideration of ethical issues 1 2 3 4	
• Graded copy of the program evaluation report from the Program Evaluation and Community Consultation II course, along with a description of what the student contributed.	yes no 1 2 3 4	
• Other documents including reports, assessment plans, publications, demonstrating useful products of community research, assessment and intervention activities, for example: - Products of community practicum - Conference presentations (abstracts, posters, papers) - Community presentations - Publications - Technical reports related to community research and service projects - Other community research or service related documents	yes no 1 2 3 4	

Section One: Integration Paper

Student must prepare a 10-15 page paper that demonstrates their personal integration of the domains of clinical, community, cross cultural psychology,	***Rating*** 1=unsatisfactory 2=satisfactory but incomplete 3=satisfactory	***Comments/Recommendations*** If a rating of 1 or 2 is provided, explain why and recommend specific revisions or remediation plans; ; if "no" indicate what

and rural practice	4=outstanding Yes = present; no = not present	is missing
• Paper articulates understanding from the theoretical orientation to which the student ascribes in areas including, but not limited to, the following: - Psychopathology/etiology of illness - approaches to assessment - course of treatment/healing - role of community - role of culture	yes no 1 2 3 4	

UAF-UAA Joint Ph.D. Program in Clinical-Community Psychology
Research Portfolio Rating Sheet

Student: _____

Year Entered Program: _____

Rater: _____

Date: _____

It is advised that students place the portfolio materials in a three-ring binder with a table of contents; structure the binder according to the parts and sections of the rating sheet. DO NOT use plastic sheet protectors.
Each section will be easier to evaluate by the reviewers if it includes a separate cover sheet outlining what follows.

Note: For satisfactory completion of the research portfolio, each item with a rating scale must be completed with no less than a rating of 3 (satisfactory) and each item with a yes/no must be completed with a "yes". For each item rated 1 or 2 or "no", please provide specific recommendations for revision or remediation.

Section One: Summary of Experience and Statement of Interest

Student statement addresses and reflects competence on the following issues, drawing on research experiences from before and during the Ph.D. program:	***Rating*** 1=unsatisfactory 2=satisfactory with problems requiring revision 3=satisfactory 4=outstanding	***Comments/Recommendations*** If a rating of 1 or 2 is provided, explain why and recommend specific revisions or remediation plans
• quantitative methodological issues	1 2 3 4	
• qualitative methodological issues	1 2 3 4	
• statistical analysis of quantitative data	1 2 3 4	
• coding and analysis of qualitative data	1 2 3 4	
• research interests with regard to types of preferred methodologies and topics	1 2 3 4	

• future research plans in the Ph.D. program and post-graduation	1 2 3 4	
Additional Comments:		

Section Two: Documentation of Experiences

Supporting materials are provided to document the following research accomplishments:	***Rating*** 1=unsatisfactory 2=satisfactory but incomplete 3=satisfactory 4=outstanding Yes = present; no = not present	***Comments/Recommendations*** If a rating of 1 or 2 is provided, explain why and recommend a remediation strategy; if "no" indicate what is missing
Communicates data-based research or evaluation findings, via a combination of at least two of the following (with no more than one being a regional conference), for at least one of which the student is first or sole author (see PhD website for example list of conferences):	1 2 3 4	
• peer-reviewed journal publication • regional conference presentation • national and international conference presentation	yes no yes no yes no yes no	NOTE: need a minimum of two "yes" answers
Active involvement in research via all of the following evidence:	1 2 3 4	
• two semesters of serving as a research assistant supervised by faculty with active research program • detailed list of experiences and activities during assistantship with verifying signature by supervising faculty • evaluation of the assistantship by the supervising faculty member	yes no yes no yes no	
Satisfactory completion of all program-required research courses via all of the following evidence:	1 2 3 4	

Supporting materials are provided to document the following research accomplishments:	***Rating*** 1=unsatisfactory 2=satisfactory but incomplete 3=satisfactory 4=outstanding Yes = present; no = not present	***Comments/Recommendations*** If a rating of 1 or 2 is provided, explain why and recommend a remediation strategy; if "no" indicate what is missing
• submission of copies of relevant papers and exams • submission of transcript with grades for all research-related course work	yes no yes no	
Mastery of at least one computer-based quantitative analysis software package (e.g., SPSS, SAS), including <u>all</u> of the following:	1 2 3 4	
• computer printout demonstrating ability to use software package to calculate inferential statistics • result sections of manuscripts that demonstrate clear understanding of quantitative data analyses	yes no yes no	
Mastery of at least one computer-based <u>qualitative</u> analysis software package, including <u>all</u> of the following:	1 2 3 4	
• computer printout demonstrating ability to use software package to code and analyze qualitative data • result sections of manuscripts that demonstrate clear understanding of qualitative data analyses	yes no yes no	
Additional Comments:		

UAF-UAA Joint Ph.D. Program in Clinical-Community Psychology
Research Project Rating Sheet

Student: _____

Year Entered Program: _____

Faculty Research Advisor: -
_____

Cross Campus Faculty Research Advisor: _____

Date:_____

Note: For satisfactory completion of the research portfolio, each item with a rating scale must be completed with no less than a rating of 3 (satisfactory). For each item rated 1 or 2 or "no", please provide specific recommendations for revision or remediation.

Section One: Research Proposal

Supporting materials are provided to document the following research accomplishments:	***Rating*** 1=unsatisfactory 2=incomplete 3=satisfactory 4=outstanding	***Comments/Recommendations*** If a rating of 1 or 2 is provided, explain why and recommend specific revisions or remediation plans
• Abstract	1 2 3 4	
• Specific Aims	1 2 3 4	
• Literature Review	1 2 3 4	
• Research Design & Methods	1 2 3 4	
Additional Comments:		

Section Two: IRB Documentation

Supporting materials are provided to document the following research accomplishments:	***Rating*** 1=unsatisfactory 2=incomplete 3=satisfactory 4=outstanding	***Comments/Recommendations*** If a rating of 1 or 2 is provided, explain why and recommend a remediation strategy; if "no" indicate what is missing
• IRB Forms and letters of approval	1 2 3 4	

Section Three: Presentation Documentation

Supporting materials are provided to document the following research accomplishments:	***Rating*** 1=unsatisfactory 2=incomplete 3=satisfactory 4=outstanding	***Comments/Recommendations*** If a rating of 1 or 2 is provided, explain why and recommend a remediation strategy; if "no" indicate what is missing
• Description on where project was presented	1 2 3 4	
• PowerPoint or equivalent presentation medium	1 2 3 4	

Section Four: Journal Manuscript

Supporting materials are provided to document the following research accomplishments:	***Rating*** 1=unsatisfactory 2=incomplete 3=satisfactory 4=outstanding	***Comments/Recommendations*** If a rating of 1 or 2 is provided, explain why and recommend a remediation strategy; if "no" indicate what is missing
• Complete manuscript per selected journal's guidelines that includes	1 2 3 4	
• Statistical analysis and other results	1 2 3 4	
• Adequate discussion of findings	1 2 3 4	
• Limitations and future directions	1 2 3 4	