

**2021 ANNUAL ACADEMIC ASSESSMENT REPORT FORM**  
**(Due October 15 to the dean)**

The Faculty Senate Academic Assessment Committee (AAC) is committed to a vision of assessment that leads to continuous program improvements and benefits students. Annual assessment reporting informs decision making and resource allocation aimed at improving student learning and success. It also enables the AAC to analyze assessment across the institution and to respond to UA System, Board of Regents, legislative, and Northwest Commission on Colleges and Universities (NWCCU) requests. We thank you for your continued support of and participation in this annual activity.

Starting in Spring 2021, UAA is moving to one academic assessment reporting mechanism. The below form merges and streamlines the former Annual Academic Assessment Survey and the Annual Academic Assessment Report. It also incorporates questions about how academic programs contribute to student achievement of institutional core competencies and to student success.

**This annual report will be due to the dean on October 15. Programs with suspended admissions and new programs in the first year of implementation are not required to complete this form.**

These reports are public documents and will be posted on the assessment website. Responses are to be narrative only, and must be ADA and FERPA compliant. Do not embed any links, including to webpages or other documents. To be FERPA compliant, do not include the names of any current or former students. Rather, use statements such as, "In AY21 four program graduates were accepted to graduate programs in the field." Programs with specialized accreditation or other external recognitions must comply with restrictions regarding what can be published, as per the accreditor or external organization. Do not include appendices. Appendices to this form will not be accepted.

The form uses narrative, text, and drop-down boxes. Narrative boxes have a character limit, which includes spaces. When using text and drop-down boxes, if you want to undo an answer, press "Control-Z" or "Command-Z."

For technical assistance with this form, email Academic Affairs ([uaa.oaa@alaska.edu](mailto:uaa.oaa@alaska.edu)).

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**PROGRAM SECTION (Due to the dean on October 15)**

*After completing the Program Section, the program should email this form to the dean, with a copy to the appropriate community campus director(s) if the program is delivered on a community campus.*

**Submission date:** 10/15/2021

**Submitted by:** Vivian Gonzalez, PhD, Professor, Department of Psychology, vmgonzalez@alaska.edu

**Program(s) covered in this report:** Clinical-Community Psychology PhD  
*(Programs with suspended admissions and new programs in the first year of implementation are not required to complete this form.)*

If you selected "Other" above, please identify. *(100 characters or less)*

**College:** College of Arts and Sciences

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

**Specialized accrediting agency (if applicable):** American Psychological Association

**If explanation is necessary, such as only some of the certificates and degrees are covered by the specialized accreditation, briefly describe:**

### INSTITUTIONAL STUDENT LEARNING CORE COMPETENCIES

In 2020, UAA launched a consensus-based, deliberative process to identify the key skillsets that help students achieve academic and post-graduation success. After a year-long process that included students, faculty, staff, administrators, alumni, and employers, the UAA community identified four "core competencies" at the heart of a quality UAA education. Students develop mastery of these competencies through curricular (e.g., courses), co-curricular (e.g., internships, conferences), and extra-curricular (e.g., student clubs) learning experiences.

After the stakeholder-based process in AY20, UAA conducted a pilot project focusing on the core competency of Personal, Professional, and Community Responsibility (PPCR). This decision was based on input from the 2020 Annual Academic Assessment Retreat.

Question #1 below is designed to engage program faculty in thinking about how they can or already do promote student learning in this core competency.

- 1. Personal, Professional, and Community Responsibility: The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.**
  - o What would you hope a student would say if asked where in your program or support service they had the opportunity to develop proficiency in this Core Competency? (500 characters or less)**

These UAA core competencies fit well within the profession-wide competencies required by our accreditor, the American Psychological Association (APA), as well as

program specific competencies. Students have opportunities to develop these core competencies in course work, teaching and research assistantships, as well as in clinical and community practicums and in their research. We have minimum levels of achievement in each and written and oral feedback is provided at least yearly.

- **Do you have an example that could be a model for the university of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency?**  Yes  No

**If yes, please briefly describe. (500 characters or less)**

- **Do you have any ideas about where your program or the university might develop other intentionally designed opportunities for students to develop proficiency in this core competency?**  Yes  No

**If yes, please briefly describe. (500 characters or less)**

## PROGRAM STUDENT LEARNING OUTCOMES

- 2. Please list the Program Student Learning Outcomes your program assessed in AY21. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.**

***Example: Communicate effectively in a variety of contexts and formats – Exceeded faculty expectations.***

- Culturally grounded knowledge and skills in scientific inquiry. - Met faculty expectations.
- Competency in using the research and evaluation skills to disseminate new knowledge and inform clinical and community practice. - Met faculty expectations.
- Culturally grounded knowledge and skills in rural clinical-community practice. - Met faculty expectations.
- Competence in developing and implementing culturally relevant prevention and intervention efforts and programs. - Met faculty expectations.
- Culturally grounded knowledge and skills relevant to social and healthcare solutions. - Met faculty expectations.
- Competency to facilitate policy and social change. - Met faculty expectations.

- 3. Describe your assessment process in AY21 for these program student learning outcomes, including the collection of data, analysis of data, and faculty (and other, e.g., advisory board) conversations around the findings. (750 characters or less)**

Competency data consistent with student learning outcomes is collected yearly for each student based on course work, research, student evaluations, competency exams, and dissertation defenses. Student satisfaction and alumni surveys were conducted at the end of Spring 2021. This data is

being analyzed by the Program's Outcomes Committee and will be presented in a program faculty meeting in Fall 2021 for discussion and recommendations. This is a yearly process that results in a written Outcomes Report that includes data and action items (e.g., programmatic initiatives or changes) generated by faculty to enhance student outcomes.

**4. What are the findings and what do they tell the faculty about student learning in your program? (750 characters or less)**

A review of student milestones, Profession-Wide Competences, and Program Competencies revealed that overall, students are doing well and making timely progress. Across most domains, students are meeting the program's training goals. For the few students who are not (e.g., not making timely progress or demonstrating minimum levels of achievement), revised timelines or remediation plans have been made.

**5. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the program student learning outcomes? Please describe the recommended action, what improvement in student learning the program hopes to see with this change, the proposed timeline, and how the program will know if the change has worked. If no recommendations for changes were made, please explain that decision. (750 Characters or less)**

There are no substantive changes recommended for this year. However, we are evaluating substantive change made last year that is being implemented this year. That is, a newly required PSY A698 Research Project course that students take in their second year. This class was added to aid students in their completion of their 2<sup>nd</sup> year research project in a timely manner and to shorten their time to advancement to candidacy and ultimately degree completion.

## PROGRAM IMPROVEMENTS AND ASSESSING IMPACT ON STUDENT LEARNING

**6. In the past academic year, how did your program use the results of previous assessment cycles to make changes intended to improve student achievement of the program student learning outcomes? Please check all that apply.**

- Course curriculum changes
- Course prerequisite changes
- Changes in teaching methods
- Changes in advising
- Degree requirement changes
- Degree course sequencing
- Course enrollment changes (e.g., course capacity, grading structure [pass/fail, A-F])
- Changes in program policies/procedures

- Changes to Program Student Learning Outcomes (PSLOs)
- College-wide initiatives (e.g., High Impact Practices)
- Faculty, staff, student development
- Other
- No changes were implemented in AY21.

**If you checked “Other” above, please describe. (100 characters or less)**

**7. Do you have any information about how well these or other past improvements are working? Are they achieving their intended goals? Please include any data or assessment results that help you demonstrate this. (750 characters or less)**

An ongoing area for program improvement has been time to completion, which has typically been delayed due to student delays in completing their dissertations. Based on assessments over the years we attributed these issues to discomfort with research and avoidance. To address this issue we began requiring a 2nd year research project be completed before advancement to doctoral candidacy and dissertation credits can be taken. It appears this requirement has helped students be better prepared for dissertation and to more timely progress.

**STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS**

Programs are not required to respond to question #8 below for their report due on October 15, 2021. Question #8 will be required for the next round and moving forward.

**8. Respond to at least one of the following metrics. Student success depends on many aspects of a student’s experience. On the academic program level, it can relate to correct placement, course sequencing, standardized pre-requisites, the intentional use of high impact practices, proactive advising, course scheduling practices, etc. UAA is using the following two metrics in its cyclical Program Review process, as well as in its reaffirmation of accreditation process. These data are included in the most recent IR-Reports Program Review dashboard. Please review these data for your program, note any equity gaps, and describe steps you are taking or plan to take to close those gaps.**

Metric	Definition	Rationale
JUNIOR GRADUATION RATE - BACCALAUREATE	The percentage of students who graduate with a bachelor's degree within four years of first reaching junior class status (60 credits). <i>Data source: RPTP end-of-term</i>	Junior graduation rate (after 60 credits) can reflect a department's success in helping students complete their degrees. Within their first 60 credits, students typically focus on completing GERs and often

Metric	Definition	Rationale
	<i>freeze files. Disaggregate as per accreditation.</i>	switch majors. Tracking how long it takes students to complete their degrees after 60 credits, when many students have likely committed to a specific major, can provide actionable information for departments.
COURSE PASS RATES BY COURSE LEVEL (Undergraduate lower-division, undergraduate upper-division, and graduate).	The percentage of students who receive a passing grade (A, B, C, P) for all undergraduate students and (A, B, P) for graduate students in a course offered by a program compared to the same rate calculated for all courses at that level. Based on a 5-year trend. Included in the denominator for undergraduate courses are the grades D, F, W, I, NP, NB. Included in the denominator for graduate level are the grades C, D, F, W, I, NP, NB. Discipline acts as a proxy for a program. <i>Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.</i>	Low pass rates are one critical way to identify courses that are barriers to student success and degree completion. Failing key courses correlates with low retention and more major switching. Mitigation strategies can be internal or external to the course itself, including, among other things, the use of high-impact pedagogical practices, appropriate placement, course sequencing, tutoring, and other means to ensure student success within a particular course. This metric and the disaggregation of the data can inform planning, decision making, and the allocation of resources to programs and services designed to mitigate gaps in achievement and equity.

**9. Do you have any examples of post-graduate success you want to highlight? For example, major scholarships, the percent of students who pass licensure examinations, the percent of students accepted to graduate programs, the percent in post-graduation employment in the field or a related field. (750 characters or less)**

100% post-graduation employment in the field. More than 78% of our graduates are licensed as Clinical Psychologists. It is important to note that as a Clinical-Community Psychology Ph.D. program, not all of our graduates have the intention on becoming licensed Clinical Psychologists. Many of our graduates hold leadership positions in behavioral health organizations in the state of Alaska.

**DEAN SECTION (Due to the program on January 15)**

After completing the Dean Section and signing it, the dean should email this form to the program, and copy [uaa\\_oaa@alaska.edu](mailto:uaa_oaa@alaska.edu) for posting. If the program is delivered on one or more community campus,

*the dean should consult with the appropriate community campus director(s) on the response and copy the appropriate community campus director(s) when emailing the response to the program.*

**1. Based on the program's responses above, what guidance and support do you have for the program moving forward? Is there a particular area the program should focus on?**

The Department is working on improving time to degree and is encouraged to continue to consider various ways to accomplish this. Faculty are strongly encouraged to increase their external funding and to increase research opportunities for graduate students.

It is recommended that all programs review their Program Assessment Plan to ensure clear inclusion of the new UAA Core Competencies and in particular to address the closing of any equity gaps in the program.

**2. Is there something the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, including the closing of equity gaps, that might serve as a model for other programs? If yes, please explain. You may skip this question.**

The recent changes in the degree program, such as the 2nd year research project, seem to have helped time to completion of dissertations.

Dean's signature: *Jenny McNulty*

**Date:** December 14, 2021