

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).

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: Dr. Patricia Sandberg, Professor Psychology prsandberg@alaska.edu

Program(s) covered in this report: Clinical Psychology MS

(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): N/A

If explanation is necessary, such as only some of the certificates and degrees are covered by the specialized accreditation, briefly describe: The American Psychological Association has approved Master's level accreditation and is developing standards. The MSCP will seek accreditation as soon as the standards are published.

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.

- **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)**

Our program exemplifies PPCR. Students develop proficiency in 3 stages. First, academic skill-building to promote professional proficiency. Second, practicing for professional excellence in supervised Psychotherapy Practicum, conducting psychotherapy with actual clients at our PSC. Third, after demonstrating competency, students move to supervised Internship in the community. This final step integrates personal flourishing, professional excellence, and community engagement.

- **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)

No examples offered at this time. See next section for more information

- **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)

Our Internships develop relationships in the community with stakeholders who will later employ our graduates. Agencies mentor students during internship and then hire the ones they want as fully trained and ready-to-go employees. The university can be a valuable presence in the community and serve as a workforce conduit. Another idea is to develop opportunities outside of internship, such as creating community-engaged research and community-engaged learning/courses.

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.

Students graduating with an MS Clinical Psychology degree should be able to:

1. Apply a broad knowledge of contemporary psychology, with special emphasis in clinical psychology - MET FACULTY EXPECTATIONS
2. Demonstrate acceptable skills in research analysis (including writing and mastery of APA style). EXCEEDED FACULTY EXPECTATIONS

3. Demonstrate competence in basic clinical skills sufficient to practice under general supervision
MET FACULTY EXPECTATION

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)

The Assessment Coordinator collected data at the end of fall/spring semesters including administering Written and Oral Exit Exams and the Exit Survey. The data and analysis were presented to MSCP faculty at the beginning of the following semesters. Faculty conversations included improvement due to practice exams in targeted courses (SLO#1). For SLO#2 and SLO#3, low response rate on Exit Survey precluded solid conclusions but personal conversations with graduating students and alumni expressed a sense of proficiency with research and writing skills (SLO#2) and high rates of employment immediately after graduation (SLO#3). Faculty discussed the need for better methods to collect data on an Exit Survey .

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

A national review of guidelines/licenses showed our program is in alignment. 50% of graduates did not take Written Exit Exam (cancelled). Zoom delivery began 2020_03. Results: 100% (7) passed at/above the minimum required for national exams (SLO#1). The Research course grades were collected. The MSCP students had a cumulative GPA of 3.79 (SLO#2). Outcomes on the Oral Exit Exam are improved. During this period, 10 students Passed, 2 had Provisional Pass/Full Pass within 2 weeks and 1 had to repeat. Due to low response on Exit Survey, faculty contacts show 3 graduates were accepted into doctoral programs, and 8 are working in professional clinical settings (e.g., UAA/SHCC; AKBH; SF; DFS; VOA) where they are supervised for licensure

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)

Faculty recommendations for changes have included several things that were implemented immediately due to the impact of the COVID-19 Pandemic. These are not discussed in this document. In terms of new recommendations, Faculty recommended we streamline the student Portfolio (which includes results of the written and oral exit exams) by use of the UAA e-Portfolio resource. It is recommended that our faculty also review the entire Program Assessment Plan this year to ensure clear inclusion of the new UAA Core Competencies (in particular, to be ready for #8 below). Finally we will clarify changes needed to facilitate student feedback in a confidential manner. This had been disrupted during the Pandemic.

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)

MS CP now has 2 tracks: Clinical and Behavior Analysis.

Delivery & OA have been changed due to pandemic

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)

Results were reviewed and found successful for each Program SLO in 3 and 4 above. There is a dual view here for our faculty in that we have 1) achieved the intended goals of our last set of recommended improvements (2019) and 2) have been continuously challenged by teaching during the Pandemic for the last 19 months. This crisis has required that we teach in flexible delivery systems, create methods for maintaining student learning environments and socialization, and be vigilant of the grief, loss and stress our UAA students are experiencing in their environment. The situation has created loss of physical camaraderie with their classmates and, on a larger scale has inflicted fear and unrelenting unpredictability on a daily basis.

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 freeze files. Disaggregate as per accreditation.</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 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

Metric	Definition	Rationale
		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)

We are very proud of the accomplishments of our MS Clinical Psychology Alumni. While we did not do a formal alumni survey this year, we are in ongoing contact with many of our graduates as they circle back to ask for job recommendations, doctoral program application recommendations, licensure application information and help with licensure in other states. Although there is not enough space to share individual stories here, we believe each story reflects successful outcomes for this program and this PPCR

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 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?

Streamlining the portfolios process to include e-portfolio is encouraged. 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 internship program is a strong component of this program; the implementations of internships and strong partnerships with the community could serve as a model for other units.

Dean's signature: *Jenny McNulty*

Date: December 14, 2021