2022 ANNUAL ACADEMIC ASSESSMENT REPORT FORM
(Due October 15 to the dean)

PROGRAM SECTION (Due to the dean on October 15)

Submission date: 10/29/2022

Submitted by: Mychal Machado, Behavior Analysis Program Coordinator, Associate Professor of Psychology, mmachado2@alaska.edu

Program(s) covered in this report: Applied Behavior Analysis OEC

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): Select Specialized Accrediting Agency or N/A.
If explanation is necessary, such as only some of the certificates and degrees are covered by the specialized accreditation, briefly describe: Accrediting agency not listed. OEC in Behavior Analysis is a Verified Course Sequence accredited by the Association for Behavior Analysis International.

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 is phasing in the integration of the core competencies into ongoing processes, including program student learning outcomes assessment. Personal, Professional, and Community Responsibility (PPCR) was integrated into the AY21 Annual Academic Assessment Report. The AY22 Annual Academic Assessment Report now also integrates Effective Communication.

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

1. **A. *Personal, Professional, and Community Responsibility: The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.***

   - **If last year you provided your program's current or planned example of an intentionally designed course, assignment, or activity that develops and showcases the student learning in this core competency, please discuss that implementation and any observations you have regarding how well it is working. *(500 characters or less)***
   N/A. Our OEC was approved in AY21, however, no students were enrolled in the OEC during AY22. This was due to a system glitch that prevented students from enrolling. Once the error was discovered, the Registrar's Office reactivated the program and students could begin enrolling. We plan on engaging in targeted and systematic recruitment efforts this year to ensure healthy enrollments in the program (e.g., advertising, classroom presentations, etc.).

   - **If last year you *did not* identify a current or planned example of an intentionally designed course, assignment, or activity that provides students the opportunity to develop and showcase this core competency, please identify one now. *(500 characters or less)***
   Our program will exemplify personal, professional, and community responsibility. Specifically, our practicum course will develop critical connections with community partners who will later employ our graduates. Community agencies will work closely with university faculty to help students identify and apply communication skills, ethics, and professional behavior while providing services; and apply critical thinking, problem solving, and decision-making skills related to service delivery.

   B. *Effective Communication: The knowledge and skills necessary to engage in effective communication in diverse contexts and formats.*

   - **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)***
   We would hope students would point to two aspects of our program. First, academic course work provides multiple opportunities to communicate thoughts, processes, and conclusions through written and oral assignments with feedback. Second, our practicum and laboratory courses allow students to participate in service delivery in the community and research, both of which produce products students share with community members, faculty, and peers in written and oral forms.

   - **Provide your program's current or planned example(s) of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency. *(500 characters or less)***
   Our practicum course is a good example. This course is designed to help students identify and apply communication skills, ethics, and professional behavior while providing services; and

apply critical thinking, problem solving, and decision-making skills related to service delivery. All of which require careful, technological, and specific communication skills.

PROGRAM STUDENT LEARNING OUTCOMES

2. **Please list the Program Student Learning Outcomes your program assessed in AY22. 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.

   No students were enrolled in the OEC in AY22, and so no Program Student Learning Outcomes were assessed. Lack of enrollment was due to a system glitch that prevented students from enrolling. Once the error was discovered, the Registrar's Office reactivated the program and students could begin enrolling. We plan on engaging in targeted and systematic recruitment efforts this year to ensure healthy enrollments in the program (e.g., advertising, classroom presentations, etc.).

3. **Describe your assessment process in AY22 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)*

   Although no Program Student Learning Outcomes were assessed in AY22, our plan is to assess the following during AY23: (1) Students will demonstrate knowledge of contemporary behavior analytic principles, assessments, and procedures, which will be assessed through the evaluation of course exams and student exit exams; (2) Students will apply acceptable skills in research analysis (including APA style), which will be assessed through the evaluation of research coursework and projects; and (3) Students will demonstrate competence in basic clinical skills in behavior analysis sufficient to practice under general supervision, which will be assessed by evaluation of clinical skills during community practicums.

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

   N/A

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)*

   N/A

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 AY22.

   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)*
   N/A

8. **PROGRAMS ARE NOT REQUIRED TO RESPOND TO QUESTION #8 FOR THEIR REPORT DUE ON OCTOBER 15, 2022. IT IS HERE JUST FOR THEIR REFERENCE.**

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)*
   Not at this time. Our OEC was approved in AY21, however, no students were enrolled in the OEC during AY22. This was due to a system glitch that prevented students from enrolling. Once the error was discovered, the Registrar's Office reactivated the program and students could begin enrolling. We plan on engaging in targeted and systematic recruitment efforts this year to ensure healthy enrollments in the program (e.g., advertising, classroom presentations, etc.).

Academic Affairs
UNIVERSITY *of* ALASKA ANCHORAGE

DEAN SECTION (Due to the program on January 15)

1. **Based on the program's responses above, what guidance and support do you have for the program moving forward?** *(750 characters or less)*
    Since this program is just getting rolled out, it would be good to identify any high impact practices that might be applied as a function of the curriculum itself. The program is encouraged to recruit a strong cohort of students to the program for the inaugural year.

2. **What is the program doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the achievement of the Program Student Learning Outcomes, the closing of equity gaps, or addressing the core competencies?** *(750 characters or less)*
    The planning and intent of the program as delineated here is sound and should produce good results.

Dean's signature: *Jenny McNulty*   **Date:** 1/9/2023