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

PROGRAM SECTION (Due to the dean on October 15)

Submission date: 10/10/2022

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Program(s) covered in this report: Clinical-Community Psychology PhD

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 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

- **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)***
  Per our accreditation, all students who graduate from our program must demonstrate competency to minimum levels of achievement (via course grades, practica ratings, annual reviews) in the areas of ethical and legal standards; professional values, attitudes, and behaviors; and community, policy, and social change facilitation. Knowledge and skill are gained through lecture-based courses and practica in the community. Development is assessed yearly.

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)***
  Effective communication is a core competency area, specifically communication and interpersonal skills. It includes competence in oral and written communication to diverse audiences (e.g., intra- and inter-professional communication, with stakeholders, with clients). Students develop and display these competencies in lecture-based courses, through research requirements (presentations, manuscript preparation), and through community and practica experiences (reports, oral skills with clients).

- **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)***
  This competency area spans courses and requirements. Multiple data points from different sources (outlined in our accreditation self-study) are used to assess minimum levels of achievement for this competency, as well as all other competency areas. Students are provided training and feedback to aid them in developing this competency through courses, working with research mentors on research requirements, as well as by working with community and clinical supervisors.

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.
   • 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 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)*
   Competency data consistent with student learning outcomes is collected yearly for each student based on course work, research, student evaluations, competency exams, and defenses. Student satisfaction and alumni surveys were conducted at the end of Spring and Summer 2022, respectively. This data is being analyzed by the program's Outcomes Committee and will be presented in a program faculty meeting in Fall 2022 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 overall are 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)**

A substantive change being assessed this year was a newly required course to aid students in making more timely progress on their research requirements. This course (PSY A698 Research Project) was added to our degree requirements to aid students in their completion of their 2nd year research project in a timely manner, to shorten their time to advancement to candidacy, and ultimately, degree completion. It was completed by second year students for the first time in AY 2021-2022. While assessment is ongoing as students complete the research portfolio, students who completed the course last year passed their proposals more quickly than previous cohorts. It appears this change is having the intended effect.

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)**

To further improve time to degree completion, a change was made last year to the program's

Failure to Make Adequate Progress Policy. Students failing to meet a milestone will create a timeline with their advisor as soon as a milestone is missed, rather than doing so a year after a milestone is missed. This will bring the issue and the need for progress to both the student and the advisor's attention more quickly, and aid them in developing a plan to complete this work in a timely fashion. This is a new program change made only last year and the impacts are still being assessed.

STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS

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 across sets of courses, the intentional use of high-impact practices, proactive advising, course scheduling practices, etc.

UAA has selected the below metrics as student success metrics for accreditation.

In response to faculty questions and concerns about reporting on these data without more discussion and training, we will spend AY23 exploring together what equity data are and are not, how they can be used responsibly, and what programs can do to close equity gaps in student achievement on the below metrics, as well as to improve overall student achievement on them. UAA has a team participating in the NWCCU Data Equity Fellowship, and that team will help to guide these conversations.

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)*

    100% post-graduation employment in the field. More than 75% 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)

1. **Based on the program's responses above, what guidance and support do you have for the program moving forward?** *(750 characters or less)*
    The program is encouraged to continue to investigate ways to support students' completion of the program in a timely manner.

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)*
This department has always been quite proactive in its assessment policies and procedures, by virtue of the fact that they must follow the requirements of their national accrediting body. The program does an excellent job of training clinical-community psychologists, as evidenced by the 100% employment rate as well as the nature of the placements.

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