2022 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 moved 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 AY22 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."

Note: To ensure the fillable fields function correctly, the form must be completed in Microsoft Word. It will not function properly in Google Docs. Programs that wish to record collaborative discussion of the report might consider creating a separate document to take notes, before entering final responses in the official fillable form.

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: 10/15-17/2022

Submitted by: Dr. Patricia Sandberg, Professor of 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. The projected APA timetable is for the accreditation process for MS programs to begin in 2024.

INSTITUTIONAL STUDENT LEARNING CORE COMPETENCIES

In 2020, UAA launched a consensus-based, deliberative process to identify the key skill sets 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)***
As noted in Dean McNulty's feedback for 2021, an example that could be a model for the University of an Intentionally Designed Course was described last year in the "ideas" section. Our Practicums/Internships continue to develop relationships in the community with stakeholders. The PSC builds relationships directly with community agencies that also see underserved populations. Agencies mentor students during internship and then hire the ones they want as fully trained and ready-to-go employees. An indicator of success is how readily community agencies seek to place our students in internships and the frequency with which interns are hired at the end of their internship.

- **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)***

   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)***
There are opportunities to develop proficiency in VERBAL communication in professional, research, and clinical activities in every class through learning therapeutic techniques, practicing skills, presentations, group projects, and role playing situations. Students develop proficiency in diverse contexts for professional WRITTEN communication by writing assessment reports, clinical documentation in Prac/Internship, and professional research papers in most classes.

- **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)***
The program has designed a cumulative e-Portfolio that includes records of academic and clinical (Prac/Internship) success and culminates with both a Written Exam of General

Knowledge (representing licensing exams) and an Oral Exam of Competence in Basic Clinical Skills. The Oral Exam in particular, showcases the students' competency as they independently develop and verbally present their conceptualization, diagnostic impressions, and a specific treatment plan for a provided vignette.

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.

   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 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)*

   The Assessment Coordinator collected data at the end of fall/spring semesters including e-Portfolios, administering Written and Oral Exit Exams, and the Exit Survey. As noted in Dean McNulty's review, the e-Wolf e-Portfolio system was facilitated and required this year and submissions were reviewed by the MS faculty.

   Full data and analyses per the Assessment Plan were presented to MS-CP faculty at the beginning of following semesters and annually. Faculty conversations included boundaries of expectations for SLOs in this new reporting system, adding a final clarification session before Oral Exams, reviewing Exit Survey information, and discussing integration of the new MS Behavioral Analysis track into next year's Assessment Plan (2023-2024).

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

   In general students demonstrate excellent competencies when they graduate from the program and they feel they have the knowledge and skills for the behavioral health workforce.

   During the last year students continued to be frustrated by limitations of social interaction within cohorts and classes due to Pandemic protocols.

   Faculty determined we are doing well with the current Assessment Plan. During this year we need to

expand for incorporation of the added focus on Equity Gaps. We will also review the Assessment Plan for incorporation of the Behavior Analysis track into the Assessment Plan to see if any changes are needed. That track will begin instruction with its first cohort beginning 2023-2024.

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)*

Professional writing emphasis

During this year faculty discussed the individual differences in students' professional writing skills. We have intensified our focus on professional writing, both in research papers and student papers (2 types of APA Style for writing). We added classroom discussions, student 1:1 support (when needed), and gathered and posted articles and website training sites in APA Style for them to study. This will address the outcome "Demonstrate acceptable skills in research analysis (including writing and mastery of APA style)". These additions will be fully implemented in 2022-2023 and we will know if they worked based on the Exit Survey Data collected annually.

Scaffolding clinical training- adding peer skills-training practice

Students have noted areas for improved scaffolding and resources (the PSC did not have a director for 2020-21) in their practicum placements. We added a peer-practice option and support from PhD mentors during 2021-2022 which was well received by students. The PSC practicum is underfunded and we are seeking resources to improve the access to resources in the clinic. We have also discussed how to further increase peer practice in course work where students learn clinical modalities. The implementation of peer-practice opportunities in courses and practicum, increase in resources to the PSC, and more mentorship from advanced students will address the outcome "Demonstrate competence in basic clinical skills sufficient to practice under general supervision". We have also begun the process of incorporating Simulation Lab experiences (mock clinical encounters with Standardized Patients, trained actors) in the transition from their basic clinical skills course where they practice using Simulation Lab encounters into the Psychological Services Center. That will provide practice in clinical encounters during the practicum in the Psychological Services Center. These peer practice changes will be fully implemented in 2022-2023 and we will know if they worked based on the Exit Survey Data collected annually. We will move forward with planning for incorporation of Simulation Lab activities.

Students identified wanting more specific training in clinical specialties and practice with clinical skills. The MS program trains students as generalist providers, and although we train and expose students to various modalities, specialization often happens post-graduation. To support students we created a student shared drive where faculty and students can share resources. We will work on the development of a folder that includes a curated resource guide for clinical topics. This will allow for an additional space for peer learning related to clinical modalities. This will address the outcome "Demonstrate competence in basic clinical skills sufficient to practice under general supervision".

These changes will be fully implemented in 2022-2023 and we will know if they worked based on the Exit Survey Data collected annually.

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)*
    Students have identified faculty support and cohort cohesion as strengths of the MS program. MS faculty have used formative feedback to adjust teaching methods to adjust to COVID-19 related challenges and create spaces for students to work together professionally and socially.

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.

1. **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.** Describe the actions your program is taking to improve student achievement on one or more of the following metrics. Also, describe any resulting improvements in student learning.

Metric	Definition	Rationale
UNDERGRADUATE COURSE PASS RATES BY COURSE LEVEL (Undergraduate lower-division, undergraduate upper-division).	The percentage of students who receive a passing grade (A, B, C, P) for all undergraduate 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. *Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.*	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.
ANNUAL RETENTION 1ST TO 2ND FALL	Traditional measure of the % of first-time, full-time associate and baccalaureate degree-seeking freshmen who enter in a given fall term and return the following fall. *Data source: UA System Warehouse RPTP/DEDMGR end-of-term freeze files. Disaggregate as per accreditation on an annual basis.*	Following the student from the 1st fall to 2nd fall can indicate ongoing connections and support inside and outside of the classroom are motivating students to return to continue their studies at the institution. Continuing enrollment is a key factor in completion.
SEMESTERS TO DEGREE – GRADUATE PROGRAMS	The average number of semesters taken by students to complete any graduate degree or graduate	Looking at the number of semesters graduate students take to complete their degrees illustrates how

Metric	Definition	Rationale
	certificate program. Determined by students who have graduated from a graduate program as their primary degree. 5-year trend. *Data source: UA System Warehouse RPTP/DEDMGR end-of-term freeze files. Disaggregate as per accreditation on an annual basis.*	students progress through their degree programs (full-time, part-time, stop-out). This information on student behavior and completion can inform program structure and help the institution support students in a way that honors the time needed for rigorous intellectual engagement and growth and also ensures that students can complete in a timely manner.

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 graduates. In this annual report period we had 5 students who graduated in fall 2021 and 4 graduated in spring 2022. We have also continued to maintain contact with students from previous cohorts and know that many continue to work toward professional licensure in Alaska. This year's graduates are representing our program at Volunteers of America (residential and school-based programs); Alaska Behavioral Health (Child/Family Services and Adult services); and 2 are planning to apply to doctoral programs after a short break from academia. Of the 9 graduates this year, 5 are confirmed to be working under supervision for licensure.

The general (and not exhaustive) list of where our Alumni are working within Alaska is: Cook Inlet Tribal Council, Southcentral Foundation, ANTHC, UAA Student Health and Counseling Center, Volunteers of America, Alaska Behavioral Health, Alaska Child and Family, and SF-Pathways Home, with a large additional number working in Independent Practices or as clinicians in private Behavioral Health clinics. We also hear from alumni who are working in other states and have been successfully gaining licensure there. We are aware of 4 Alumni from recent years currently in Psychology doctoral programs.

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?** *(750 characters or less)*

   The program is encouraged to continue to review assessment methods and as noted to see what modifications need to be made with the addition of the behavioral analysis track. Additionally, they are encouraged to continue to investigate ways in which MS students can have additional practicum experiences at the PSC and beyond. Since accreditation standards are expected in 2024, assessment in the coming year will be driven by these newly identified standards.

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 program does an excellent job of training generalists who go on to serve a vital role in providing mental health services to the state of Alaska. The training provided through the community connections prepares students for these occupations. The assessment report is a good model of an engaged, reflective and thorough assessment report and process.

Dean's signature: *Jenny McNulty*   **Date:** January 9, 2023