



Date: March 9, 2020

To: Cathy Sandeen, Chancellor

From: John Stalvey, Interim Provost *John RO Stalvey*

Cc: John Petraitis, Interim Dean, College of Arts and Sciences
Mychal Machado, Assistant Professor
Eric Murphy, Professor; Director, Department of Psychology
Susan Kalina, Vice Provost for Academic Affairs
Claudia Lampman, Vice Provost for Student Success

Re: **AY20 Expedited Program Review Findings – Psychology BA/BS**

I have reviewed the dean's findings and the completed Expedited Program Review Template for the Psychology BA/BS. The Provost's Office did not receive an Optional Program Response Form from the program.

Recommendations

My recommendation is to accept the decision and recommendations of the dean. The next Program Review will be included in the regular ongoing program review schedule.

Decision

Recommend Continuation



Date: February 21, 2020

To: John Stalvey, Interim Provost

From: John Petraitis, Interim Dean, College of Arts and Sciences

Cc: Mychal Machado, Assistant Professor
Eric Murphy, Professor; Director, Department of Psychology

Re: AY20 Expedited Program Review Findings

Program/s in this review: Psychology BA-BS

Specialized accrediting agency (if applicable): None

Campuses where the program is delivered: Anchorage

Members of the program review committee:

Mychal Machado, Assistant Professor
Eric Murphy, Professor and Department Director

Centrality of Program Mission and Supporting Role

UAA's mission is to discover and disseminate knowledge through teaching, research, engagement and creative expression. UAA is committed to serving the higher education needs of the state, its communities and its diverse peoples. It is also committed to instruction at multiple academic levels, success of all students regardless of their higher education goals, and service to the diverse peoples and communities of the state. UAA's core themes are (1) Teaching and Learning, (2) Research, Scholarship and Creative Activity, (3) Student Success, (4) UAA Community, and (5) Public Square. UAA values international and intercultural education, diversity of experiences and perspectives, and the diversity of our unique location in Southcentral Alaska that comes from the Alaska Native peoples of this area.

The College of Arts and Sciences CAS contributes to UAA's mission with a suite of programs that provide, among other things,

1. general education courses for undergraduates in CAS and other Colleges,
2. opportunities for undergraduates to pursue majors in the humanities, social sciences, natural sciences, and the arts, and

3. opportunities for faculty and students to pursue research and creative activities in CAS's academic disciplines,
4. graduate programs for advanced studies.

Given decreased enrollments across UAA and significant budget cuts to CAS, the challenge is to serve UAA's and CAS's missions with only 75% of the funds it had in 2018-2019. CAS's shrinking budget is especially challenging for programs that rely on state financial appropriations through CAS because the programs have a gap between (a) the total costs of everything the program does and needs, and (b) the tuition CAS receives to cover those costs. This describes most programs in CAS: most rely on state appropriates and CAS has 30% less than it had two years ago.

At the undergraduate level, CAS's Department of Psychology contributes to CAS's and UAA's mission by providing three Social Sciences General Education Courses, some required courses for other degree programs, a minor and concentration in behavior analysis that fits well with UAA's health-related mission, a BA-BS degree for students interested in further studies in psychology, and opportunities for students to be mentored by faculty in research and applied behavioral services.

Program Demand (including service to other programs), Efficiency, and Productivity

One measure of program demand is the number of incoming high-school seniors who select the Psychology BA-BS as their initial major. Averaging over 60 such students each year since 2013, the Psychology BA-BS is six times more popular than the median baccalaureate program in CAS which attracts 10 student annually, following only Biology in its draw among high-school students. Another measure of demand is enrollment in classes; and by this measure Psychology courses produced more than 10,500 student credits hours in 2019, more than four times the median in other CAS programs. As to efficiency, Psychology courses are unrivaled in CAS programs that rely on full-time faculty. Part of the reason is that faculty have increased their average class size from 33 in 2013 to 41.5 in 2019, allowing the number of faculty to shrink from 15.7 in 2013 to 11.7 in 2019 with modest drops in student credit hours. Finally, as to productivity, the Department produced an average of 72 BA-BS awards since 2013, nearly twice the rate of the next closest department.

Program Quality, Improvement and Student Success

The program relies on a stable base of experienced faculty who are dedicated to undergraduate student success. It offered UAA's first online pathway whereby students could complete the entire Psychology BA-BS either with just face-to-face classes, just online classes, or a combination of both options.

Program Duplication / Distinctiveness

UAF also offers a BA-BS in Psychology. Since 2016 the two programs have combined to produce about 100 BA-BS awards each year; approximately 1/3rd were at UAF and 2/3rd were at UAA. Both programs appear large enough to exist on their own.

Commendations and Recommendations

I commend the faculty for their commitment to undergraduate education and research opportunities, and commend them for providing an online pathway that helps bring the curriculum to students rather than requiring students to come to campus. The faculty also should be commended for the hard work they put into their expedited program review submission.

Decision

Continuation. The large class sizes make a case that additional faculty might be needed. However, budget constraints make that difficult to accomplish with new hiring. Reassigning departmental faculty from one program to the BA-BS program should be considered.

Submission date: February 10, 2020

Program/s in this review: B.A./B.S. in Psychology

Specialized accrediting agency (if applicable): None

Campuses where the program is delivered: Anchorage

Members of the program review committee:

- Dr. Mychal Machado, Assistant Professor of Psychology, Anchorage
- Dr. Eric Murphy, Director & Professor of Psychology, Anchorage

1. Centrality of Program Mission and Supporting Role (700 words or less)

- Relevancy of the program/s;

The University of Alaska Anchorage (UAA) is the flagship institution in the University of Alaska (UA) system for education and training in the science and practice of psychology. The Department of Psychology has two primary aims: (1) to prepare students for advanced study in the social, behavioral, and health sciences; and (2) to prepare students to become members of the behavioral health workforce. The department offers degrees and certificate programs that meet the behavioral health needs of the state of Alaska and also maintains a clinic that provides low-cost mental health services to campus and community members (the Psychological Services Center). UAA's Department of Psychology offers a B.A./B.S. in Psychology, M.S. in Clinical Psychology, graduate certificate in Children's Mental Health (CMH), and a Ph.D. in Clinical-Community Psychology. All four programs contribute to workforce development in health occupations, which are high demand job designations in the State of Alaska. The Department of Psychology is integrated and the faculty teach and mentor students in the three major programs. In AY 18-19, the Department of Psychology in Anchorage employed 18 full time faculty members, had 428 majors enrolled in its three major programs (i.e., B.A./B.S., M.S., & Ph.D.), had 79 graduates, generated approximately 12,000 student credit hours, brought in approximately \$2.9 million in revenue, and had overhead costs of approximately \$2.0 million.

The undergraduate psychology program (henceforth, the program) provides mentorship and high-quality training in the science of behavior and mental processes and prepares students for graduate school and employment in the mental and behavioral health fields. A distinguishing feature of the program is that the curriculum can be taken in both online and face-to-face formats. Therefore, students have an online pathway for obtaining the B.A./B.S. degrees in psychology. The program also has minors in Psychology, Children's Mental Health (CMH), and Applied Behavior Analysis (ABA), and an optional concentration in ABA. The B.A./B.S. in Psychology was second most popular major at UAA in AY 17-18 and was the third top award-producing health program in AY 18-19.

- Any role the program plays in supporting other academic programs;

The program supports many academic programs across UAA. For example, it offers three high-demand Social Sciences General Education Requirements (PSY A111 – Introduction to Psychology, PSY A150 – Lifespan Development, & PSY A200 – Introduction to Behavior Analysis). The top three nonpsychology majors enrolled in these courses were Pre-Major Nursing Science, Pre-Major Health Sciences, and Pre-Major Nursing. The program also contributes to multidisciplinary efforts at UAA including the CMH minor and the new minor in

Neuroscience (with Biological Sciences). Additionally, 10-degree programs at UAA require psychology coursework as part of their degree requirements.

- Partnerships with outside agencies, businesses, or organizations;

The program has partnerships with 24 agencies, businesses, and organizations, including the Anchorage School District, Alaska Child and Family, and Catholic Social Services. These partnerships are critical for providing psychology students practicum, community engagement, and service learning opportunities.

- Specific workforce development and employment opportunities relevant to the program;

The critical need to increase the behavioral health workforce in Alaska and nationally has been extensively studied and well documented. The program promotes workforce development by permitting students a smooth transition into the workforce while also contributing to ameliorating the mental health crisis in Alaska. Additionally, the Department of Psychology has a verified coursework sequence that leads to the Board Certified Assistant Behavior Analyst (BCaBA) certification.

- Sources of extramural support and funding for the program;

The undergraduate program in psychology has benefitted greatly from donations from the community. In particular, Alaska Native Community Advancement in Psychology, or ANCAP—seeks to improve the behavioral health legacy of Alaska’s indigenous communities by focusing on their strengths and increasing the number of Alaska Natives working in behavioral health fields.

- Any high demand job designation for the program.

Although the B.A./B.S. in psychology is not a terminal degree, there is a high demand for graduates with credentials in health occupations, particularly behavioral and mental health. The minor and concentration in ABA provide a verified coursework sequence that prepares students for the BCaBA exam. The BCaBA certification is a requirement in businesses and agencies that provide behavior-analytic services, such as early intensive behavioral treatment of autism. The minor and concentration in ABA help meet the growing demands for behavior analytic services in Alaska.

2. Program Demand (including service to other programs), Efficiency, and Productivity (7 year trend; 1400 words or less)

Analyze the 2020 Program Review data provided in the attached data sheet. Provide clarifications or explanations for any positive or negative trends indicated by the data. Include the extent to which tuition, fees, extramural funding, and other external sources cover the cost of the faculty.

Seven Year Degree Trend

On average, 72.29 ($SD = 13.96$) students graduated per year with a baccalaureate degree in psychology during the seven-year period. Although the data are variable from year-to-year, the number of graduates has decreased approximately 7.3% per year. A particularly large drop occurred in 2019. However, we believe it is temporary. To improve long-term student success, we have added several prerequisites to the core classes in the undergraduate psychology curriculum. Additionally, we started to strictly enforce prerequisites in AY 18-19, which may cause a temporary delay in matriculation. In the long-term, we believe our student success initiatives will increase our graduation rates (see Section 3 for a detailed narrative on the Department of Psychology’s student success initiatives).

Credits Per Degree

On average, students graduating with a baccalaureate degree in psychology took 114.24 ($SD = 2.19$) credits per degree during the seven-year period, which is much less than the average UAA ($M = 122.39$, $SD = 3.70$) or CAS ($M = 120.23$, $SD = 1.56$) student. Therefore, students are finishing the program without having to take too many unnecessary classes.

Seven Year Major Enrollments Trend

Over the seven-year period, the Department of Psychology had an average of 456.86 ($SD = 45.46$) undergraduate majors per year. ***It is the largest major in CAS.*** In comparison, the number of majors in all of the other social sciences disciplines in CAS (i.e., Anthropology, Environment & Society, Journalism & Public Communication, Political Science, & Sociology) had a cumulative average of 444.43 ($SD = 50.62$). Although there is year-to-year variability in the data, there is an average decrease of 4.1% psychology majors per year. This decrease is less, but comparable, to the other social sciences who are showing a 5.3% decrease per year. To offset the decreases in majors, the Department of Psychology has developed the undergraduate behavior analysis program (concentration, minor, & OEC) which leads to professional credentials (see Section 3 below for more details).

Course Pass Rates

In general, the pass rates for lower division and upper division psychology courses show an increasing trend. At the lower division level, the average pass rate increased from 73.3% in AY 2013 to 83.0% in AY 2019. Similarly, the pass rates for upper division courses increased from 82.9% to 88.1% during the same period. The DFW rates for lower division courses have systematically decreased from 26.2% to 19.3% during the seven-year period, while the DFW rates for upper division courses have remained unchanged. We believe the increasing trends in course pass rates for all courses and the decreasing DFW rate for lower division courses reflects the systematic efforts of the Department of Psychology to enhance student success. Among these efforts are the strict enforcement of prerequisites for gateway courses, such as PSY A260 (Statistics for Psychology) and PSY A261 (Research Methods in Psychology). Section 3 of this EPR contains more information about the specific strategies the Department of Psychology has been employing to improve student success.

Internal Demand

The percentage of nonmajors taking lower division psychology courses is 44.78%. This is lower than CAS (58.6%) or UAA (57.95%) as a whole. With the exception of the three Social Sciences GERs (i.e., PSY A111, PSY A150, & PSY A200), the undergraduate curriculum does not offer many lower division courses that are open to nonmajors. Therefore, a decreased demand would be expected. However, the internal demand for upper division psychology courses (29.02%) is similar to CAS (28.37%), but higher than UAA (22.52%) as a whole.

Seven Year SCH Production Trend

The undergraduate psychology program generated an average of 11,384.71 ($SD = 635.58$) SCH per year during the review period. Although there has been a decrease of 2.2% per year in undergraduate psychology SCH production, the decrease is not as large as CAS (-6.2%) or UAA (-3.5%) undergraduate SCH production per year. To address decreasing enrollments, the undergraduate psychology program has engaged in strategic enrollment management, including decreasing the number of sections offered, increasing class sizes, and offering more online courses (see additional productivity data below).

SCH/FTEF

The average SCH/FTEF of the psychology undergraduate program was 892.11 (SD = 78.93) during the review period, which is 49.4% higher than CAS (M = 597.24, SD = 14.11) and almost double the average for UAA (M = 451.81, SD = 8.67) undergraduate programs. Additionally, the SCH/FTEF in the psychology undergraduate program has increased an average of 3.4% per year during the review period while it has remained constant in both CAS (-.01%) and UAA (-.01%) undergraduate programs. Therefore, strategic enrollment management techniques, such as decreasing the number of sections offered, increasing class sizes, and offering more online courses, has improved the program's efficiency.

Enrollment/FTEF

The average Enrollment/FTEF of the psychology undergraduate program was 314.33 (SD = 25.41) during the review period, which is 67.5% higher than CAS (M = 212.13, SD = 3.27) and almost double the average for UAA (M = 160.71, SD = 2.90) undergraduate programs. Additionally, the Enrollment/FTEF in the psychology undergraduate program has increased an average of 2.8% per year during the review period while it has remained constant in both CAS (-.05%) and UAA (-.01%) undergraduate programs. Again, strategic enrollment management techniques, such as decreasing the number of sections offered, increasing class sizes, and offering more online courses, has improved the program's efficiency.

FTES/FTEF

The average FTES/FTEF of the psychology undergraduate program was 31.87 (SD = 2.66) during the review period, which is 60.9% higher than CAS (M = 19.81, SD = 0.46) and more than double the average UAA (M = 15.01, SD = 0.32) undergraduate program. Additionally, the FTES/FTEF in the psychology undergraduate program has increased an average of 3.2% per year during the review period while it has remained constant in both CAS (-.09%) and UAA (+.01%) undergraduate programs.

Class Size

The average undergraduate psychology class size has systematically increased as a function of year. For example, the average class increased 26.1% from 32.9 students in AY 13 to 41.5 students in AY 19. The average class size for the psychology undergraduate program during the review period was 37.75 (SD = 3.58), which is 62.1% higher than CAS (M = 23.29, SD = 0.50) and more than double that of all UAA (M = 17.55, SD = 0.53) undergraduate programs. Additionally, the class size in the psychology undergraduate program has increased an average of 4.1% per year during the review period while it has remained constant in both CAS (-.06%) and UAA (+.01%) undergraduate programs.

Cost/SCH

The average Cost/SCH for the psychology undergraduate program during the review period was \$100.46 (SD = \$6.79), which is more efficient than CAS (M = \$170.7, SD = \$10.85) and UAA (M = \$193.78, SD = \$5.98) undergraduate programs. Additionally, the Cost/SCH has increased in CAS and UAA by 3.7% and 1.2% per year, respectively. However, the Cost/SCH in the undergraduate psychology program has remained relatively unchanged (-.08% per year). These data show that the undergraduate psychology program has responded to decreasing enrollments and frozen faculty lines by decreasing the number of sections of courses available and increasing class sizes.

Tuition Revenue/SCH

The average Tuition Revenue/SCH for the psychology undergraduate program during the review period was \$207.02 (SD = \$16.51), which is higher than CAS (M = \$201.14, SD = \$16.77) and UAA (M = \$196.68, SD = \$18.98) undergraduate programs. Additionally, the Tuition Revenue/SCH has increased by 5.2% per year, which is similar to CAS (5.4%) and UAA (6.1%). Because the Cost/SCH (see previous section) is much higher in

CAS (\$170.70) and UAA (\$193.78), the undergraduate psychology program (\$100.46) is much more efficient at offsetting overhead costs.

External Demand

As described in both Sections 1 (above) and 3 (below), one of the goals of the undergraduate psychology program is to prepare students for further education in the behavioral, health, and social sciences. Because a B.A./B.S. in psychology is not a terminal degree, many students choose to attend graduate school to obtain an M.S. or Ph.D. Therefore, the data are consistent with our Outcomes Assessment Reports that track the activities of our graduates, including graduate school acceptances. As the data indicate, the undergraduate psychology program has been successful in preparing students for further education in order to obtain professional credentials. In particular, many UAA psychology graduates attend UAA's M.S. program in Clinical Psychology (20 in the last five years) to meet the growing behavioral and mental health workforce needs in Alaska.

3. Program Quality, Improvement and Student Success (1500 words or less)

Comment on the program's quality, referring back to the data in question #2 when applicable. Consider:

Over the past seven years, the program has maintained an average of over 11,000 undergraduate student credit hours per academic year and produced an average of 72 graduates per year. The program also awarded 411 and 11 Minors in Psychology and Children's Mental Health, respectively, as well as three Concentrations in Behavior Analysis over the past seven years. Many of these students have gone on to graduate programs in Psychology or other professional schools, and the results from a survey of UAA Psychology graduates in 2016 showed that approximately 90% of our program's alumni reported being employed in an area related to Psychology.

- Specialized accreditation process and status;

There is no **specialized accreditation process** at the undergraduate level.

- Currency of the curriculum;

Our **curriculum is current and aligned with best-practices** in teaching pedagogies associated with psychology. First, the program regularly reviews its curriculum and enrollments. Over the last 1.5 years, we have reviewed, updated, and enhanced over half of our undergraduate curriculum, and we are actively working on the remaining courses. Second, we have actively worked across MAUs and community campuses to ensure that our curriculum is aligned in terms of quality and content. In Fall 2018, for example, one of our faculty members successfully led an initiative to align the Student Learning Outcomes across MAUs for two courses: PSY A111 and PSY A150. Over the past four years, these courses enrolled an average of 2,383 students and generated an average of 7,147 student credit hours, which suggests the benefits of streamlining our curriculum and ensuring its currency has and will continue to reach thousands of students. Third, we continuously ensure the curriculum is positioned to provide adequate preparation for graduate and professional training in clinical and other applied areas by regularly integrating the Psychology Department's M.S. and Ph.D. faculty, as well as consulting other program faculty in the UA system. For example, several of our M.S. and Ph.D. faculty teach our undergraduate courses, which provides our students with direct access to experts in a variety of areas while keeping the department efficient (see Section 2). This also helps our undergraduate students meet and learn from future mentors should they choose to enroll in either the M.S. or Ph.D. in Psychology programs, which many of our graduates do. For example, of our 330 graduates over the last five years, we are aware of 30 who are

currently attending graduate programs, and 20 of these students have been or are currently enrolled in the M.S. in Clinical Psychology program. In this way, keeping our curriculum current through integration of best-practice and topic experts allows the department to keep a “pipeline” full, ensuring the state meets its need for a highly trained workforce of behavioral health professionals.

- Innovative program design;

We also ***strive to remain innovative in our approach to course offerings and delivery*** while meeting the needs of our students, community, and state. For example, as of 2018, students can complete all required B.A./B.S. courses in Psychology from a distance and several of these courses are certified through Quality Matters, a nationally recognized symbol of high quality. Moreover, we maximize efficiency by (a) strategically offering more sections of the program’s GERs and (b) heavily integrating all of our programs. The former has allowed us to offer more sections of courses that meet the internal demands of several colleges and programs. The latter has allowed us to maximize efficiency through the provision of course coverage and professional development opportunities. For example, in AY 19-20, two M.S. students and four Ph.D. students served as Graduate Teaching Assistants for 17 courses, which allowed the enrollment caps on these courses to be raised enough to reach 8,000 students from a variety of majors across colleges. Similarly, the department frequently offers stacked courses that combine undergraduate and graduate students, which allows undergraduate faculty to maximize their efficiency while providing a unique experience for students.

- Availability and indications of quality of distance offerings (e.g., Quality Matters, C-RAC standards, etc.);

We have ***improved our delivery options and program offerings to meet local and national needs***. As noted above, the entire course sequence required to earn a B.A./B.S. degree in Psychology is now available at a distance. Providing this delivery option has assisted many of our students graduate in 5.1 years, which is closely aligned with the national average (i.e., 5 years).

A potentially more meaningful improvement to the program is the recent creation of two new offerings that directly target the workforce needs of Alaska.

- Minor in Children’s Mental Health (CMH) – In 2013, members of the program worked with the College of Health to develop a minor in CMH as a way of responding to a national crisis. A major component of this crisis is the failure to refer children needing mental health services coupled with a lack of trained individuals to provide professional services. Post-graduation, students earning this minor typically work directly with children, which allows them to use the knowledge gained about typical and atypical child development and take appropriate steps to obtain assistance for children in need of psychological intervention. Moreover, as an interdisciplinary, fully online program, students majoring in psychology, nursing, social work, and early childhood education have been able to earn this minor, and students in human services and justice have been able to complete several of the courses as a professional development option. We are currently seeking ways to involve working professionals in early childhood education and other fields who are seeking further professional development as non-degree seeking students.
- Concentration and Minor in Applied Behavior Analysis (ABA) – In 2015 and 2019, members of the program worked to develop a concentration and minor in ABA, respectively, as a way of responding to a critical need for direct-service practitioners. A major component of this need is the lack of trained and qualified professionals. Prior to 2015, there was no pathway in Alaska for students to follow in order to obtain training in ABA, with many students being required to move outside of Alaska for training; participate in online training programs, which then requires the

student to find their own opportunities for supervision; or select an adjacent but less empirically supported area for training. As a result, extensive waiting lists for ABA services formed in the state of Alaska. Thus, the concentration and minor in ABA are meeting a critical workforce training need in Alaska, and the minor in particular opens that training to students majoring in other areas (e.g., nursing). We are currently expanding our training by developing a graduate track in ABA as well as an occupational endorsement certificate.

- Program Student Learning Outcomes assessment: Describe your key findings, actions taken to improve student learning, and evidence that these actions are working.

The Psychology Area Concentration Achievement Test (Psychology ACAT) is a nationally standardized psychology exit exam that provides an objective method of assessing whether a program is successful in equipping its graduates with the necessary knowledge and skills. We currently require students to take this standardized exam in 8 sub-topic areas of psychology (e.g., abnormal psychology, personality psychology, learning and cognition, etc.). Based on the results of the Psychology ACAT, over the past seven years, our graduates (total of 506) performed around or above the national average (i.e., 50%) in all 8 areas on the exam.

- How well the program is doing on Student Success and what it is doing to facilitate it.
 - Student engagement in high impact practices featured by the program, such as service learning, research experiences or scholarly collaboration with faculty members, common intellectual experiences, internships, practicum or clinical experiences, field courses, study abroad, capstone experiences, etc. (See [AAC&U High-Impact Practices](#) site);
 - Student support (e.g. How does your program handle academic advising?);
 - Other?
- Many of our courses include 21st century technology, which provide multiple pathways to complete our curriculum. For example, students have options between sections of required courses that are face-to-face or available at a distance, and, if they select the latter, further options between synchronous and asynchronous formats.
- We rely on first-year and academic advisors regularly, and we are co-housed with a CAS academic advisor. This allows frequent communication and collaboration regarding student success at all levels.
- We continue to align and improve first-year experiences by (a) coordinating with the Student Success office and First-Year Advisors, (b) requiring and enforcing pre-requisite registration, (c) working with academic advisors, and (d) seeking ways to align course features encountered by first-year students.
- All Psychology majors are required to take a capstone course to graduate. We offer a variety of options, which span from seminar-type courses to practicum courses to undergraduate theses. Options help capture a variety of student interests, and at least one capstone option is available each semester to maximize access and minimize time to graduation.
- Many of our faculty are engaged with UAA's Center for Community Engagement and Learning, which provides opportunities for student funding through service-learning and community-based research projects.
- Our faculty regularly offer opportunities for students to be engaged in research, which helps establish common intellectual experiences through a learning community wherein students can practice and shape their research skills. Last year, our faculty mentored 32 undergraduate student researchers across a variety of topic areas.

- Student accomplishments such as successful institutional honors, exit exam pass rates and subsequent enrollment (Up to 10 specific examples)
 - Thirty students were accepted and are currently attending graduate programs. Twenty of these graduates have been or are currently enrolled in our M.S. in Clinical Psychology program.
 - Four students published their research in peer-reviewed journals.
 - Fifteen students presented their research at a national or regional conference.
 - Thirteen students graduated with Departmental Honors.
 - Over 300 students completed a capstone course prior to graduation. Thirteen of these students also completed an undergraduate thesis.
 - Twelve students received undergraduate funding to support their research and community-based service projects.

4. Program Duplication / Distinctiveness (300 words or less)

Identify and address program duplication resulting from the existence of a similar program or programs elsewhere in the University of Alaska statewide system. Is duplication justified, and if so why? Or do you have ideas for addressing duplication (course sharing, merging programs, etc.)?

The only program similar to UAA's B.A./B.S. in Psychology is UAF's B.A./B.S. in Psychology. Both programs offer a similar suite of courses, such as Introduction to Psychology, Statistics, Research Methods, Social Psychology, and Behavioral Neuroscience, among others. We have aligned the Student Learning Outcomes of the two common GERs with UAF and UAS (PSY A111 & PSY A150; see Section 3). However, the requirements between UAA and UAF differ. For example, UAA has a longer list of core requirements and there are very few electives. UAF, on the other hand, has many selectives, but not many core requirements. Therefore, a UAF graduate's background could look quite different than the average UAA graduate. Moreover, the suite of courses offered differ in size, scope, and mission between the two programs. UAA's undergraduate Psychology program offers three minors (i.e., Children's Mental Health, Applied Behavior Analysis, & Psychology), one concentration (Applied Behavior Analysis), and has proposed an OEC in behavior analysis. UAF does not have these pathways for establishing credentials at the undergraduate level. Therefore, students in UAA's program have more options for obtaining credentials for entering the behavioral/mental health workforce. Additionally, students in UAA's undergraduate program benefit from the Department of Psychology's two graduate programs. As a result, our students have more undergraduate research, community engagement, and service learning opportunities because of the number and diversity of the faculty. As mentioned earlier, 50% of the students entering UAA's M.S. program in Clinical Psychology are UAA graduates. Therefore, our students are well-positioned to pursue graduate education following their undergraduate studies.

5. Summary Analysis (500 words or less)

Use this section to reflect on the strengths of your program and ideas you have for moving forward.

Our program has demonstrated many strengths related to **student success** (e.g., high-impact teaching practices including capstone requirements), **excellence** (e.g., community-engaged teaching and scholarship and exceeding national exit-exam benchmarks), **access** (e.g., face-to-face and distance delivery options in synchronous and asynchronous formats), and **affordability** (e.g., strategic enrollments). In AY 18-19 alone, the

strategic integration of 18 faculty across the B.A./B.S., M.S., and Ph.D. programs allowed the department to serve 428 majors; graduate 79 students; award 6 minors in Children's Mental Health; award 67 minors in Psychology to students outside the department; generate approximately 11,000 student credit hours; accumulate approximately \$2.9 million in revenue; and maintain an overhead cost of approximately \$2.0 million. Moreover, our program provides challenging course work that is current, flexible, and accessible through many pathways, with a direct pipeline to graduate training in Psychology and other related fields. Students who have not chosen to go on to graduate school have reported that employment has been relatively easy to find within and outside of Alaska. Together, these data suggest ***we are a sought-after major; we are an efficient department; and our strengths span across all UAA colleges, the community, and the profession while supporting and promoting UA's mission and core values.***

We continue to make improvements in the name of excellence, quality, and accessibility, but we continue to do so in a manner that is sensitive and "in step" with the local and national needs. For example, a distinguishing feature of our program is that the curriculum can be taken in both online and face-to-face formats. Therefore, students have an online pathway for obtaining the B.A./B.S. degrees in psychology, which removes barriers to graduation by bringing the training to the student. The program has also developed minors in Psychology, CMH, and ABA, and an optional concentration in ABA. The latter provides a verified coursework sequence that prepares students for the Board Certified Assistant Behavior Analyst exam, which is a requirement in businesses and agencies that provide behavior-analytic services. Given our successes here, we are currently working on expanding our course offerings in ABA to include a graduate track in our M.S. in Clinical Psychology program. This track will allow our current and incoming graduate students to complete a verified course work sequence that will make them eligible to become certified and licensed as a Board Certified Behavior Analyst, which is a requirement for independent practitioners. Additionally, we are growing an occupational endorsement certificate in ABA to provide an opportunity for those currently working in the behavioral health field to receive additional, quality training that cannot be obtained elsewhere in the state. Lastly, we are growing a graduate certificate in CMH to respond to local and national needs for trained professionals with a background in typical and atypical child development. It is our hope that these endeavors will allow our undergraduate program in Psychology to continue building on its 50-year history of providing a robust educational experience that is student focused, efficient, and relevant to the local and national workforce needs.