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Psychology BA/BS

If you selected "Other" above, please identify.

College of Arts and Sciences

knowledge, awareness, and obligation of responsible conduct as a scientific researcher and mental health professional. Research methods (and corresponding lab) and practicum courses have an emphasis on teaching students about their responsibilities as scientists and mental health professionals.

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(500 characters or less)

Research methods (PSY A261) and independent research projects (PSY A498) that lead to conference presentations is a good example where students learn personal and professional responsibility towards their own research as well as to the participants. Students also learn about responsibilities to the public on accuracy of the information they present. In a practicum course where students work in a community agency, they learn about responsibility and ethics of mental health professionals.

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(500 characters or less)

CESA (community engaged student assistantship) in various areas (research, internship in community agency) may be one example program where students experience, and hence are encouraged to develop a "sense of responsibility" across personal, professional, and communal levels.

Example: Communicate effectively in a variety of contexts and formats Exceeded faculty expectations.

- A broad knowledge of contemporary psychology.

Based on the exit exam score in which they achieved 47th percentile at the national standardized test score across 2019/20 and 2020/21, the performance level is acceptable for an open enrolment institution. However, the overall performance went down quite significantly from previous years. Therefore, the expectation was met but the students' performance on the exit exam did not exceed expectation.

- Be able to demonstrate skills in research design and data analysis

The exit exam score in Experimental design and Statistics was the 49th percentile. It is lower than

No changes were implemented in AY21.

(100 characters or less)

(750 characters or less)

While we did not make any changes in the past year, we have been making numerous small changes in previous years (e.g., course sequences, pre-requisites, and the course content). We monitor the consequences of these changes through subsequent assessment and informal observations by individual instructors. We discuss the changes in students' performance as well as behaviors on regular basis in the Undergraduate Studies Committee. The changes in the past resulted in improvement on the exit exam scores in the past. Some changes also resulted in speedier completion of the program due to shorter waiting times and fewer repeats due to poor performances in the courses resulting from lack of preparedness.

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.

| Metric | Definition | Rationale |
|--|---|---|
| <p>COURSE PASS RATES BY COURSE LEVEL (Undergraduate lower-division, undergraduate upper-division, and graduate).</p> | <p>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.</p> <p style="text-align: center;"><i>T R T</i></p> | <p>specific major, can provide actionable information for departments.</p> <p>Low pass rates are one critical way to identify courses that are barriers to student success and degree</p> |

