1. Assessment information collected

“Data collected from the Practicum class will be collected annually and will be retained and analyzed by the RHS Program Head and disseminated to RHS faculty”

Current Year’s Data: This academic year, 2012/13, the RHS IAC/Anchorage cohort and the KUC cohort groups are midway through their 2 year cycle and students do not complete their practicum until the second year. Thirteen students from the IAC/Fairbanks cohort, who were in their second year of the program, completed their RHS practicum. Four of the thirteen projects were selected for review.

Additional Data collected: A sample phone survey was done with 2010 and 2011 RHS graduates that included an inquiry regarding their completed practicum the projects sustainability asking “is the project you started during you practicum still ongoing in your community?” In addition graduates were asked if they were still working in the field and if they had gone on in their education pursuing further degrees after graduating from RHS. While these measures were not included in our original plan they do give us a measurement about RHS program outcomes.

“RHS Program Head will contact the relevant state and/or agency certification bodies annually to acquire and update certification data needed and disseminate to RHS Faculty.”

This data is not available from our certification partners. This measure will be discontinued and other measures reconsidered.

Conclusions drawn from the information summarized above

Current year’s data and analysis of sample practicum projects: Generally speaking, throughout the course of the projects examined there is evidence that students used problem solving skills,
communication skills, and community networking skills to negotiate barriers and initiate community chance. All of these skills are a major component in the RHS Curriculum. As part of the practicum project students do a final report that includes a supervisor and self evaluation of the project. While these evaluation tools give valuable information regarding individual student work we currently do not have an evaluation matrix to measure practicum work collectively and comparatively.

**Additional Data collected:** Of the sample 24 RHS graduates from 2010 and 2011 that were contacted, 12 were interviewed. Of those interviewed, the following information was collected:

75% indicated that the practicum project they initiated in their community was ongoing. The projects included working with community elders, starting a summer youth program, native crafting and story-telling, domestic violence awareness, regular community pot lucks.

75% of the graduates continue to work in the Behavioral Health field.
50% of the graduates indicated that they went on to take additional classes in pursuit of higher degrees

**2. Curricular changes resulting from conclusions drawn above**

During the summer of 2013 RHS faculty will review all RHS curricula to ensure continuity of academic programming, sequencing of courses, and coordination with required behavioral health certification standards. Faculty will pay particular attention to the RHS practicum course in order to identify strategic program outcome measures. We will also develop a matrix for evaluating student work and learning outcomes as it is evidenced by the student practicum projects. This process is ongoing and will be developed in conjunction with the preparation work for the upcoming program review.

**3. Identify the faculty members involved in reaching the conclusions drawn above and agreeing upon the curricular changes resulting**

Robyn Henry, Faculty / Program Head

Diane McEachern, Faculty / Department Chair

Annie Hopper, Faculty / Program Manager