

2021 ANNUAL ACADEMIC ASSESSMENT REPORT FORM
(Due October 15 to the dean)**PROGRAM SECTION (Due to the dean on October 15)****Submission date:** 10/15/2021**Submitted by:** Chad Briggs, Director of Grad Programs/Assoc Professor of Public Policy & Admin
cbriggs6@alaska.edu**Program(s) covered in this report:** Public Administration MPA*(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 Business and Public Policy**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 MPA and MPP programs are designed according to standards set by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA).**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 conducted a pilot project focusing on the core competency of Personal, Professional, and Community Responsibility (PPCR). This decision was based on input from the 2020 Annual Academic Assessment Retreat.

Question #1 below is designed to engage program faculty in thinking about how they can or already do promote student learning in this core competency.

1. Personal, Professional, and Community Responsibility: The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.

- **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)**

Students would say that the capstone project (PADM A659) allows integration of skills learned in the program, and applies it to real-world research needs in administration for the state of Alaska. Moving beyond hypothetical exercises, the capstone provides a framework for community engagement in terms of research, leadership, and ethics.

- **Do you have an example that could be a model for the university of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency? ☒ Yes ☐ No**

If yes, please briefly describe. (500 characters or less)

PADM A606 (Public Policymaking) also prepares students for skills needed in the three areas of personal, professional and community responsibility, with the course built around development of a policy proposal chosen by students and developed as an intensive and applied project. The proposal involves identifying and defining a community or state political problem, related obstacles and challenges, available resources and data, and development of concrete courses of action that can be taken.

- **Do you have any ideas about where your program or the university might develop other intentionally designed opportunities for students to develop proficiency in this core competency? ☒ Yes ☐ No**

If yes, please briefly describe. (500 characters or less)

As with the MPP, CBPP hopes to expand cooperation with ISER in providing paid research assistantships in areas of administration and policy relevance for the state.

PROGRAM STUDENT LEARNING OUTCOMES

2. Please list the Program Student Learning Outcomes your program assessed in AY21. 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.

Goal 1 - • Lead and manage in public administration and governance. 6 students assessed , 1 exceeded expectations, 4 - met expectations, 1-did not meet.

Goal 2- • Apply, participate in and contribute to the public policy process. (100% (7) students assessed) 7-met expectations.

3. Describe your assessment process in AY21 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)

Sept 2020 - faculty whose courses were being assessed discussed how to integrate the SLO into course assignments

May 2021 - Faculty were contacted to request artifacts for assessment

August 2021 - Director received artifacts and prepared them for assessment

Sept. - Director compiled data from assessments

January 2022: PADM faculty is scheduled to meet to discuss results

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

All objectives met the goal of 75% of student meet or exceed expectations. Faculty are planning to adjust instruction, and review and revise the courses in future semesters to ensure that students are meeting the goals. Challenges related to the pandemic were of most concern, and faculty have discussed how to maintain assessment goals while allowing shifts in course assignments and course delivery.

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)

Faculty made a few recommendations: Allowing changes to the MPA comprehensive examination (shifted online in 2020) to be made permanent, changes in course assignments to allow more flexibility in student choice of topics (reflecting changes to online class discussions), and possible changes to the capstone projects to coordinate with MPP capstone and lack of ability for face-to-face meetings with clients (e.g. "snowball" interview strategies are more difficult).

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 AY21.

If you checked “Other” above, please describe. (100 characters or less)

Changes will be implemented AY22

- 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)**

Data from both assessments and student interviews indicate that pandemic-related changes to course content, assignments, and delivery have been modestly successful. With most students working full-time and with families, retention and focus have been major challenges, and student performance cannot solely be linked to program structures or changes.

- 8. 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.**

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? Is there a particular area the program should focus on? (750 characters or less)**

I recommend developing a multiyear class schedule in coordination with the MPP and associated programs at UAS and UAF. The MPA student paid research assistanceship with ISER is a great

opportunity for both the student and the institute. These opportunities should be enhanced through clear processes and program integration. The Assurance of Learning (AoL) committee has improved the assessment process and has designated staff support to assist. The AoL committee met with faculty on Nov 4th to share best practices and reported results at the All-College meeting on Nov. 12th. I suggest faculty start documenting examples of core competency-communication for the 2022 assessment.

- 2. Is there something the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, including the closing of equity gaps, that might serve as a model for other programs? If yes, please explain. You may skip this question. (750 characters or less)**

The MPA program is doing well in assessing which of the required pandemic pivots to remote delivery should be adapted and adopted for post-pandemic operations.

Dean's signature:



Date: 1/5/2022