

**2021 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 is moving 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 AY21 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."

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: 10/15/2021

Submitted by: Chad Briggs, Director of Grad Programs/Assoc Professor of Public Policy & Admin
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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.

STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS

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.

- 8. Respond to at least one of the following metrics. 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, the intentional use of high impact practices, proactive advising, course scheduling practices, etc. UAA is using the following two metrics in its cyclical Program Review process, as well as in its reaffirmation of accreditation process. These data are included in the most recent IR-Reports Program Review dashboard. Please review these data for your program, note any equity gaps, and describe steps you are taking or plan to take to close those gaps.**

Metric	Definition	Rationale
JUNIOR GRADUATION RATE - BACCALAUREATE	The percentage of students who graduate with a bachelor's degree within four years of first reaching junior class status (60 credits). <i>Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.</i>	Junior graduation rate (after 60 credits) can reflect a department's success in helping students complete their degrees. Within their first 60 credits, students typically focus on completing GERs and often switch majors. Tracking how long it takes students to complete their degrees after 60 credits, when many

Metric	Definition	Rationale
		students have likely committed to a specific major, can provide actionable information for departments.
COURSE PASS RATES BY COURSE LEVEL (Undergraduate lower-division, undergraduate upper-division, and graduate).	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. <i>Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.</i>	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.

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)

While the graduate director lacks the resources for comprehensive follow-up with graduates, most students were already employed in the government or non-profit fields, and have used the MPA to advance their careers at the community, state and federal levels (including military).

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_ooo@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? 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