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

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Program(s) covered in this report: Public Policy MPP

   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.**
      o   **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)

MPP students in AY21 were involved in paid research assistantships with ISER, providing not only graduate tuition but allowing in-depth exploration of state policy issues including climate change, fisheries, disater planning, and community development.

- o **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)*
  BA A490A Arctic Security, while a BA undergrad course, was actually designed for the MPP to bring together MBA, MPA, BBA, and MPP students and provide applied scenario planning exercises for emerging security and disaster risks in Alsaka and the region. Its use of wargames was highlighted as an innovative way to engage students online during an intensive summer course.

- o **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)*
  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.
    In AY21, only 2 MPP students were enrolled full-time, as the program had just started in August 2020. With enrollment expanding, academic assessment has begun in AY22, but is not available yet for this assessment report.

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)*
    Course assessments could not begin until August 2021, and relevant faculty were advised to create assignments and collect artifacts for the next assessment cycle.
    Qualitative data was obtained through in-depth interviews with current, entering and prospective MPP students, to help guide course and program requirements.

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

While the MPP and MPA are sister programs and share many courses, the program needs to better integrate certain elements of both programs, such as the capstones (the MPA capstone is one term, for the MPP two terms), while research skills (covered in PADM A608 and PADM A632) appear to differ for the two programs, especially when ISER research is involved. Extensive discussions with ISER research faculty were included in assessing the MPP.

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: Changes to course sequencing to allow students time to take prerequisites before entering Research Methods (PADM A608), allowing certain courses (PADM A650 & 651) to remain online, changes to course content where both MPA and MPP students are enrolled to achieve better balance, changes to advising so that entering MPP students would have fewer course deficencies in statistics and economics before beginning the program.

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)*

As this is a new program, changes are currently underway but no baseline is available for this

assessment.

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.

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)*
    The first students will not graduate until 2022.

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 associated programs at UAS and UAF. Also coordination scheduling with the CBPP MBA program. This may take development of flexible teaching modalities. The MPP 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.

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 program is too new to assess its full cycle of assurance of learning.

Dean's signature: **Date:** 1/5/2022