

2022 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 moved 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 AY22 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."

Note: To ensure the fillable fields function correctly, the form must be completed in Microsoft Word. It will not function properly in Google Docs. Programs that wish to record collaborative discussion of the report might consider creating a separate document to take notes, before entering final responses in the official fillable form.

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: 10/15/2022

Submitted by: Dr. Marie Lowe, Chair, Dept of Public Policy and Administration, mlowe@alaska.edu

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

(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:

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 is phasing in the integration of the core competencies into ongoing processes, including program student learning outcomes assessment. Personal, Professional, and Community Responsibility (PPCR) was integrated into the AY21 Annual Academic Assessment Report. The AY22 Annual Academic Assessment Report now also integrates Effective Communication.

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

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

- **If last year you provided your program's current or planned example of an intentionally designed course, assignment, or activity that develops and showcases the student learning in this core competency, please discuss that implementation and any observations you have regarding how well it is working. (500 characters or less)**

Last year, the former director of the MPA/MPP programs, Chad Briggs, submitted a Special Topics class he was teaching as an example for this competency. Dr. Briggs has resigned from his post at UAA, is no longer teaching this class, and it was never submitted to the curriculum process to become a course. The department has no plans to offer this course in the future. I would like to re-set the baseline activity measure for this core competency by identifying PADM A661 A&B capstone courses.

- **If last year you *did not* identify a current or planned example of an intentionally designed course, assignment, or activity that provides students the opportunity to develop and showcase this core competency, please identify one now. (500 characters or less)**

See above.

B. *Effective Communication: The knowledge and skills necessary to engage in effective communication in diverse contexts and formats.*

- **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)**

The students would probably identify the PADM A661 Capstone courses as appropriate for assessing how they have developed communication skills in diverse formats while they were earning their degrees. Note: In FY22, the director decided to substitute PADM A659 for PADM A661 Capstone A because there were only two MPP students.

- **Provide your program's current or planned example(s) of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency. (500 characters or less)**

The example our department has chosen for the communication competency are the PADM A659 and PADM A661B courses which require students to conduct policy research, prepare a substantial policy analysis report on their capstone project, and prepare a policy issue brief.

PROGRAM STUDENT LEARNING OUTCOMES

2. Please list the Program Student Learning Outcomes your program assessed in AY22. 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.

We assessed the MPA program's odd numbered SLOs for 2 MPP students taking the capstone courses and conducting capstone research. Both students exceeded expectations for these SLOs:

1. Lead and manage in public policymaking and governance: both students exceeded expectations.
3. Create and apply methods and tools to analyze, synthesize, think critically, solve problems and make decisions across a broad set of policy issues.
5. Communicate and interact productively with diverse communities and institutions.

3. Describe your assessment process in AY22 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)

The assessment process for the MPA program includes:

1. Faculty members meeting with MPP students about their capstone projects.
2. Faculty members individually advising students on their capstone projects.
3. Professors Protasel and Lowe offering the capstone classes and grading the students.
4. Faculty members reviewing the products of the capstones and discussing.
5. Tracking successful student completion of the PADM A661B Capstone course and project.
6. Exit interview with the graduating student.

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

As detailed above in #2, the findings demonstrate how the MPP students we had exceeded expectations. The faculty believe this is due in part to the chance the students had to apply what they were learning in the courses to research assistantships they held with faculty members at ISER (Institute of Social and Economic Research) on NSF funded projects.

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)

1. The faculty wants to help students identify capstone project topics earlier in the degree program. Developing a research topic should begin when students take PADM A604 Research Methods in Public Administration during their first year. We are implementing this strategy in FY23.

2. Our measure of success will be if students enter the capstone classes with a clear plan for their project they can successfully complete within the two semesters allotted. Timeline=2 years.

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 AY22.

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

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)

We do not have data at this time because we are resetting the baselines after our director resigned in FY22. We are also in the process of aligning the MPP assessment plan and student learning outcomes with a new effort to work towards NASPAA (Network of Schools of Public Policy, Affairs, and Administration) accreditation. The faculty will hold a three hour curriculum workshop quarterly to address these goals.

STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS

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 across sets of courses, the intentional use of high-impact practices, proactive advising, course scheduling practices, etc.

UAA has selected the below metrics as student success metrics for accreditation.

In response to faculty questions and concerns about reporting on these data without more discussion and training, we will spend AY23 exploring together what equity data are and are not, how they can be used responsibly, and what programs can do to close equity gaps in student achievement on the below metrics, as well as to improve overall student achievement on them. UAA has a team participating in the NWCCU Data Equity Fellowship, and that team will help to guide these conversations.

8. PROGRAMS ARE NOT REQUIRED TO RESPOND TO QUESTION #8 FOR THEIR REPORT DUE ON OCTOBER 15, 2022. IT IS HERE JUST FOR THEIR REFERENCE. Describe the actions your program is taking to improve student achievement on one or more of the following metrics. Also, describe any resulting improvements in student learning.

Metric	Definition	Rationale
UNDERGRADUATE COURSE PASS RATES BY COURSE LEVEL (Undergraduate lower-division, undergraduate upper-division).	The percentage of students who receive a passing grade (A, B, C, P) for all undergraduate 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. <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.

Metric	Definition	Rationale
ANNUAL RETENTION 1 ST TO 2 ND FALL	Traditional measure of the % of first-time, full-time associate and baccalaureate degree-seeking freshmen who enter in a given fall term and return the following fall. <i>Data source: UA System Warehouse RPTP/DEDMGR end-of-term freeze files. Disaggregate as per accreditation on an annual basis.</i>	Following the student from the 1 st fall to 2 nd fall can indicate ongoing connections and support inside and outside of the classroom are motivating students to return to continue their studies at the institution. Continuing enrollment is a key factor in completion.
SEMESTERS TO DEGREE – GRADUATE PROGRAMS	The average number of semesters taken by students to complete any graduate degree or graduate certificate program. Determined by students who have graduated from a graduate program as their primary degree. 5-year trend. <i>Data source: UA System Warehouse RPTP/DEDMGR end-of-term freeze files. Disaggregate as per accreditation on an annual basis.</i>	Looking at the number of semesters graduate students take to complete their degrees illustrates how students progress through their degree programs (full-time, part-time, stop-out). This information on student behavior and completion can inform program structure and help the institution support students in a way that honors the time needed for rigorous intellectual engagement and growth and also ensures that students can complete in a timely manner.

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)

We have the following example of post-graduate success: Our one MPP graduate had multiple, respectable job offers as soon as they graduated. They took a lead analyst position in a federal agency.

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_oaa@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? (750 characters or less)

The program has achieved CBPP's goal that 70% of students will meet or exceed SLOs. In addition, CBPP is increasing the benchmark from 70% to 75% next year. The program will need to consider the new benchmark going forward. I suggest the program meet with the Assurance of Learning committee to develop a more structured approach for its assessment process. Program will provide their plan and recommendations to the AoL committee by the end of the spring 2023 semester. Since there are very few students in the program, faculty may want to consider a qualitative survey to better assess SLOs.

2. What is the program doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the achievement of the Program Student Learning Outcomes, the closing of equity gaps, or addressing the core competencies? (750 characters or less)

I am pleased that the program is resetting benchmarks and making efforts to meet the new CBPP benchmark. This is still a rather new program. The new chair is bringing clarity to the assessment processes and helping to make them more efficient. A new process that the program is implementing is the quarterly three hour curriculum workshops. The program should update the dean each quarter w/ a summary and indicate if additional support is needed from the dean. The program's capstone does a great job of demonstrating students' written and oral communication with both internal and external stakeholders.

Dean's signature:



Date: 12/20/2022