

REPORT ON AY2022-2023 ACADEMIC ASSESSMENT

Submission date: 12/15/2023

Assessment Plan covered in the report: Public Administration MPA

College: College of Business and Public Policy

Campuses where the program(s) is delivered: ☒ Anchorage ☐ KOD ☐ KPC ☐ MSC ☐ PWSC

Submitted by: Dr. Marie Lowe, Chair, MPPA, mlowe@alaska.edu

After responding to the questions below, 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.

- 1. Please list and number the Program Student Learning Outcomes your program assessed in AY23. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.**

Example: 1. Communicate effectively in a variety of contexts and formats – Exceeded faculty expectations.

We assessed the MPA program's even numbered SLOs for 7 MPA students taking the capstone course and conducting capstone research:

2. Participate in and contribute to the policy process.

Exceeded: 2

Met: 3

Did Not Meet: 2

These results met faculty expectations.

4. Articulate and apply a public service perspective

Exceeded: 2

Met: 3

Did Not Meet: 2

These results met faculty expectations.

6. Master of multicultural inclusion, social science methodologies and the ability to navigate complex integrated systems.

Exceeded: 2

Met: 3

Did Not Meet: 2

These results met faculty expectations.

2. Describe your assessment process in AY23 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. (1000 words or less)

The assessment process for the MPA program includes:

1. Faculty members collectively grading MPA students on their comprehensive exams, 2x/year.
2. Faculty members individually advising students on their capstone projects.
3. Professor Protasel offering the capstone class each semester and grading the students.
4. Faculty members attending the capstone presentations each semester and discussing.
5. Tracking successful student completion of the capstone class and project.

3. What are the findings and what do they tell the faculty about student learning in your program? (1000 words or less)

The students not meeting expectations entered the program prior to the change made by the chair addressing more successful completion of the capstone project. Students are now required to identify their capstone topic and write a research proposal for it in the class on Research Methods in Public Administration prior to taking the capstone class. The students who did not meet expectations did not finish their capstone research and therefore took incompletes for the class.

4. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the Program Student Learning Outcomes? Select Yes or No.

- i. **Please describe the recommended action(s), what improvements in student learning the program hopes to see, the proposed timeline, and how the program will know if the change(s) has worked. If no recommendations for changes were made, please explain that decision. (1000 words or less)**

We feel students operating under the new mandate to stick with a capstone topic will be more successful in completing the project. We are already seeing progress in this area while again, the students who entered the program before this change was made are still

struggling to some degree. Their advisors are working with them to help them finish.

5. 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 AY23. *(If no options above were selected)*

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

6. 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. (1000 words or less)

We have yet to see a major impact of our course sequencing and capstone requirements change but it will be put to the test next semester when students experiencing this change graduate or do not graduate. We have monthly faculty meetings which are useful on a number of different levels and we are planning some grant funded changes to the structure of the MPA program to include more of a community planning focus for municipalities and tribes but we don't have any data yet on this because we are only in the development stages. A greater number of faculty members are now advising students and reports from the students are good.

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? (200 words or less)**

In other CBPP programs, the benchmark is set at 75% for students meeting or exceeding SLOs. The MPA program stands at around 71%. It seems the assessment plan, last updated in 2008, could use some updating, and the assessment process isn't entirely clear. The assessment appears to be primarily based on the capstone course, yet the comprehensive test is mentioned as part of the evaluation. There seem to be great resources to assess the SLOs, but we need more information on when the data is collected and for which courses. If multiple courses contribute to the assessment, it might be helpful to map them to the SLOs for clarity. Also consider assessing more than the capstone. What courses and SLOs are preparing the students to be successful in the capstone? The faculty could meet with the AoL committee to establish a clearer assessment process. A reasonable goal could be to revise the assessment plan by Fall 2024.

- 2. Discuss what the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the use of a common rubric or prompt, a signature assignment, etc. (200 words or less)**

I commend the faculty for acknowledging the necessity of reorganizing the program to enhance student success. Modifications have been implemented in the capstone project process, aiming to better equip students. Moreover, program faculty members are actively engaging in collaborative meetings to further enhance the pathway to success for students. A greater number of faculty members are now participating in student advising, and there are ongoing discussions about incorporating planned changes involving municipalities and tribes. In addition, the faculty have evaluated the program and made course curriculum changes, changes in teaching mode, changes in advising, and changes in program policies and procedures. This student-centric approach is expected to yield positive outcomes for the program, and it is great to see these constructive changes evolve over the past two years.

Dean's signature:



Date: 12/18/2023