

REPORT ON AY2022-2023 ACADEMIC ASSESSMENT

Submission date: 12/15/2023

Assessment Plan covered in the report: Public Policy MPP

College: College of Business and Public Policy

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

Submitted by: Enter assessment coordinator name, title, email address.

- 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 1 MPP students taking the capstone course and conducting capstone research:

2. Apply, participate in and contribute to the public policy process

Exceeded: 1

4. Articulate a public service perspective to engaging in public policy work

Exceeded: 1

6. Analyze the Alaska and Arctic public policy and economic contexts and how to work successfully within them

Exceeded: 1

- 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 MPP program includes:

1. Faculty members meeting with MPP students about their capstone projects.
2. Faculty members individually advising students on their capstone projects.
3. Professor 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. Student employment upon graduation.

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

The one MPP student who started with the program when it was new during the pandemic exceeded expectations. She conducted a very thorough research project on policies associated with salmon fisheries allocations that we are using as a model for incoming students. That she was able to finish so strong despite the turmoil the program went through during the pandemic and when the director left UAA is a testament to the caliber of student we can attract to the program via the ISER graduate research assistantships we've been offering.

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)**

This student's struggle with the capstone project contributed to the department deciding to require students to outline their projects in a research proposal in the Research Methods class, prior to taking the capstone course.

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

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 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.

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. While the one student exceeded expectations, the program needs to establish a benchmark as the program starts to grow. With low enrollment in the program, faculty may want to consider a qualitative survey (indirect measure) for more in depth information about the student and their experience in the program. Like the MPA program, 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?

- 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 for students to outline their projects in a research proposal. In addition, the faculty have evaluated the program and made courses 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:

A handwritten signature in blue ink, appearing to read "John A. Huppin", is written over a horizontal line.

Date: 12/18/2023