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3. Describe your assessment process 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 assessment

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 57% 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 to face 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 cycle 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/F/A])

Changes in program policies/procedures

Changes to Program Student Learning Outcomes (PSLOs)

Collegewide 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

Metric

Definition

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? (pr)-7.47.4 6 6eres.6 (tt)-4.8. .4 6 6er8 (e)-1 (s.6 (tt)-4.8. .4v0.9 733i1 (s.nJ -0