

Marine Policy – Master of Marine Policy

Current Compliance Year: 2023-2024

Mid-Cycle Review

Recent Recommendations

Feedback will include recommendations from the last Expedited Review or from your most recent review by your school or college. You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

Response to Previous Recommendations (if any):

N/A

Student Learning Outcomes

The previous Student Learning Outcomes Assessment has been submitted as its own report. Going forward you will use the following prompts to discuss the success of your most recent SLOA plan and address your assessment activities since your last SLOA report (typically the past two years or since your last program review).

Learning outcomes feedback from last review:

Feedback will be provided once you have completed a full or mid-cycle review.

Discuss your SLOA findings, changes you are making and what you hope to see as a result:

This is a very new program and the SLOA plan for the program is attached below and is centered around four outcomes: Multidisciplinary Breadth, Firsthand Experience, Integrative Capacity, and Career Readiness. These will be assessed through performance in core courses, internship evaluations by internship hosts, and 1-year exit interviews, which is being developed.

Discuss the curricular changes made based on assessing your SLO. If you haven't made any curricular changes, please explain why not and address what you did notice in the review, including strengths of your curriculum through the assessment of your outcomes:

This is a very new program that is still in development and will likely see some changes as new faculty for the program are brought on board.

Are communication outcomes embedded in the SLOA Plan?

As of 2017 all Baccalaureate programs were required to embed the communication outcomes within their SLOA Plans, this is optional for non-Baccalaureate programs.

Student Success

To access the Student Success Dashboard please sign into a UA computer with VPN connection (if not on campus). You will need your UA credentials and it is best accessed with the most updated version of Chrome, Edge, Firefox or Safari browsers; Internet Explorer is not supported. You will need to filter the data to see your programs. If you need assistance in finding the data for your programs, please contact your data liaison or Julia Manfredini in the PAIR office.

Data Liaisons

Each school or college has a team of Data Liaisons to help you analyze the data provided in the portal and may be able to help you see your data in multiple contexts. You can find a list of data liaisons on the resources page for Program Review.

The college or school level committee will also have access to this data with the goal that by providing these visualizations data availability will be increased.

Data supplied within the dashboard linked below is intended for Academic Program Review and not for any other purpose.

Student Success Data Dashboard

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

Student Success Data Trends: (please indicate the trends that apply to your program)

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If equity gaps were found in any of your disaggregated student success data, please explain how you plan to address those gaps. Please contact your data liaison or make an appointment with Julia Manfredini to learn more about analyzing your data.

No trends are available yet as we just accepted the first cohort of students into this new program in 2023.

Optional Data Explanation

Feel free to share more of your thoughts on the data provided.

This is a very new program and is still under development as it is currently largely carried by a single faculty member. We are in the process of hiring at least one additional tenure-track faculty to support the program.

High Impact Practices

According to the AAC&U, High-Impact Educational Practices “have been widely tested and have been shown to be beneficial to college students from many backgrounds.” UAF is particularly interested in Undergraduate Research and/or Scholarly Activity because it is one of our mission fulfillment indicators, but all of these researched High-Impact Educational Practices should be reflected in your program’s student learning outcomes and curriculum.

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

High-Impact Practices Used in this Program

Please use the following fields to discuss how your program is using the high-impact practices, successes and known issues and solutions, or ways you are considering incorporating them in the future. If you are not using any of the high-impact practices listed, please use the “Other or None of These,” field to share what your program is doing to help students be successful.

High Impact Practices that currently apply to your program:

Internships, Writing-Intensive Courses
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Collaborative Assignments & Projects

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Undergraduate Research

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Diversity/Global Learning

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ePortfolios

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First-Year Seminars & Experiences

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Writing-Intensive Courses

Developing professional writing skills is one of the key outcomes of the MMP program and is currently supported by a number of writing-intensive courses such as Fisheries Management (FISH 687) or Human Dimensions of Environmental Systems (FISH 611) and even quantitative courses such as Modern Applied Statistics for Fisheries, which includes writing a project paper in manuscript format. Writing skills will be tracked via instructor assessments.

Service-Learning and/or Community-based Learning

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Internships

Students in this course-based, one-year program, will complete an internship of their choice (with approval from their advisor) to gain firsthand experience developing and assessing policies that affect the marine environment, its living resources, and the people who depend on them.

Capstone Courses & Projects

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Other or None of these (explain)

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Submission**Submitter & Collaborator Names**

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College or School Review Committee

The college or school committees set the tone for helping each program feel seen during this process. We have provided you with strength-based feedback tags to attach to this program review. Please select as many as applicable.

Overall Recommendations

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Explanation of Recommendations

The review panel acknowledges the time and effort that went into preparing the mid-cycle program review for the MMP program. Also, the review panel would like to commend the MMP on developing this degree program to fill a clear need area and for having such rapid growth in terms of student metrics. The panel looks forward to seeing how this program has grown (in terms of faculty and students) and developed in two-years time at the full program review stage.

Learning Outcomes Feedback

Requires Minor Revision

Student Learning Outcomes Assessment Feedback (tags)

Strong alignment with SLOA plan

Student Learning Outcomes Assessment Feedback (narrative)

The program provided 6 SLOs for the MMP SLOA plan. The review panel offers the following recommendations to improve upon the program's SLOAs: - SLO #s1-5 were appropriate as measures of student learning. The program might consider revising the outcomes to include more "action" words. It is difficult to assess things like "understand" or "recognize." "Identify", "explain", or "analyze" are clearer outcomes to assess. https://tips.uark.edu/blooms-taxonomy-verb-chart/. - SLO #6 is not a SLO (this is a program outcome and not tied to student learning; as a result, this SLO should not be included in the SLOA plan). The program is encouraged to retain this measure of outcome assessment (#6; career readiness) for their own internal tracking purposes (just not use it as part of program review). Per guidance from the NWCCU for accreditation purposes, they recommend that degree programs have between 3-5 SLOs per program (so the 5 remaining SLOs would meet that requirement). - The program has an assessment plan but no rubrics, artifacts, or data to support the SLOA. While this might be too soon given that the program just started (maybe some data from the first cohort?), there should be assessment rubrics in place for ongoing and future assessment purposes. No curricular changes to date given that the program is new and was just developed. Following NWCCU guidance, SLOA plans must emphasize "closing the loop" and continuous improvement, ensuring each SLO within the plan is assessed individually to verify alignment with program objectives. If a SLO fails to produce the expected assessment outcome, adjustments to SLO language, substantial changes to the SLO, or revisions to data collection rubrics are necessary to ensure alignment and facilitate program improvement.
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Student Success & Equity Feedback

The program cannot report any trends because they only now have their first cohort of students; however, a great start for a new program that is led largely by one CFOS faculty member single-handedly coordinating with UAS.
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The program noted that at least one additional faculty member will be hired to assist with the administration of the program. Consideration should be given to additional faculty hires if the program continues to grow as it develops to and achieve high student success metric scores.

High-Impact Practices Feedback

The program identified internships and writing-intensive courses as HIPs, and provided a narrative for each HIP and where they fit into the program via courses or other activities.

Are any of the other HIPs (e.g., research, capstone courses, projects, etc.) applicable as options for students?

The review panel recognizes that the HIPs employed by the MMP are all relevant and meaningful in preparing students to enter the workforce in this discipline.

Student Learning Outcomes Assessment Plan
Master of Marine Policy (MMP)
College of Fisheries and Ocean Sciences

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
MISSION STATEMENT: The MMP program will provide graduates with a background in natural and social science elements of marine social-ecological systems and prepare them to translate that knowledge to the analysis of marine policy issues. GOAL STATEMENT: MMP graduates will be effective members of multidisciplinary policy analysis teams in state and federal management agencies, tribal organizations, non-governmental organizations, and private industry in Alaska and elsewhere.	Multidisciplinary Breadth: By mastering foundational concepts in in the Core Areas of <i>Living Marine Resources and their Management, Analytic Methods, Law and Policy</i> , and <i>Economics, Development, and Sustainability</i> , graduates will become effective members of policy analysis teams.	<u>Instruments:</u> a 1-year post-graduation survey of alumni and their employers. Alumni and their employers will be asked to rate disciplinary breadth vis a vis their effectiveness as members of policy analysis teams using a 1-4 scale where: 1 = strong compared to a typical professional 2 = competent compared to a typical professional 3 = needs improvement to meet professional standards 4 = seriously deficient <u>Min. Standard:</u> 80% of the graduates will judge that their training in the MMP program was broad enough to enable them to be effective members of policy analysis teams. A similarly high percentage of employers will reach a similar conclusion.	The MMP program coordinators will construct and administer a 1-year post-graduation survey of alumni and their employers.
	Disciplinary Depth: By completing a concentration in one of the Core Areas, graduates will be able to contribute subject matter expertise to policy analysis teams.	<u>Instruments:</u> a 1-year post-graduation survey of alumni and their employers. Alumni and their employers will be asked to rate subject matter expertise vis a vis their contributions to policy analytic teams using the above 1-4 scale (above). <u>Min. Standard:</u> 80% of the graduates will judge that their subject matter expertise has enabled them to make unique contributions to policy analysis teams. A similarly high percentage of employers will reach a similar conclusion.	The MMP program coordinators will construct and administer a 1-year post-graduation survey of alumni and their employers.
	Analytic Depth: By mastering analytic tools applied to the prospective or retrospective analysis of public policies related to living marine resources, graduates will be able to contribute analytic expertise to policy analysis teams.	<u>Instruments:</u> a 1-year post-graduation survey of alumni and their employers. Alumni and their employers will be asked to rate analytic capability vis-a-vis their contributions to policy analytic teams using the 1-4 scale above. <u>Min. Standard:</u> 80% of the graduates will judge that their mastery of analytic tools has enabled them to make valued contributions to policy analysis teams. A similarly high percentage of employers will reach a similar conclusion.	The MMP program coordinators will construct and administer a 1-year post-graduation survey of alumni and their employers.
	Firsthand Experience: By completing an internship within federal, state, local, or tribal government, a marine-dependent industry, or a marine-focused NGO engaged in the design, analysis, or shaping of marine policy, graduates will have gained firsthand experience developing and assessing policies that affect the marine environment, its living resources, and the people who depend on them.	<u>Instruments:</u> Internship hosts will conduct mid-point and final assessments that focus on the intern's progress towards accomplishing the policy development and assessment learning objectives identified in the Student Internship Agreement. Intern's successful accomplishment of each learning objective identified in the Student Internship Agreement will be rated using the 1-4 scale above. <u>Min. Standard:</u> 80% of the internship hosts will judge that the interns will receive a score of 1 or 2 averaged across the learning objectives identified in their Student Internship Agreement	The MMP program coordinators will review the mid-point and final assessments prepared by the internship hosts. The MMP program coordinators will use the same scale to independently rate each intern's successful accomplishment of the learning objectives identified in their Student Internship Agreement.
	Integrative Capacity: Graduates demonstrate a Master's-level capacity to interpret, synthesize, and apply their coursework and internship experience to the analysis of marine policy issues.	<u>Instruments:</u> Students will complete a capstone course or comprehensive exam that asks them to analyze a contemporary, historic, or hypothetical Marine Policy issue. Students can choose an oral or written format. The program coordinators will use the 1-4 scale (above) to rate each student's demonstrated capacity to interpret, synthesize, and apply their coursework and internship experience to the analysis of that issue at a Master's level. <u>Min. Standard:</u> no more than 5% of the students will be judged to "need improvement to meet professional standards" (a score of 3 or 4).	Program coordinators will develop, administer, and grade the comprehensive exam. Copies of the exam questions, grading rubric, and assessments will be filed in the CFOS Academic Programs office. Data will be compiled annually and reviewed by the CFOS Outcomes Assessment Committee.

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
	Career Readiness: Students will be prepared to compete for professional positions in state and federal marine resource management agencies, tribes and tribal organizations, non-governmental organizations, and private industry.	<u>Instruments:</u> Exit Interview and a 1-year post-graduation survey of alumni and their employers. <u>Min. Standard:</u> 80% of the graduates will find secure employment in a marine policy career opportunity or gain admission to another graduate program within one year of graduation.	The MMP program coordinators will conduct exit interviews, construct, and administer a 1-year post-graduation survey of alumni and their employers.