

Marine Studies – Master of Marine Studies

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):

The MMS has undergone a complete curricular revision that is currently in review with the faculty senate committees. The major change we envision for this program is that it could be completed entirely asynchronously, making it an attractive option for potential students in the workforce or indigenous students who seek advancements in their current jobs. Once the approval process is complete (expected for catalog year 2024), we will advertise the program (CFOS has now a dedicated recruiter) and increase enrollment.

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:

There are currently no students in the program. Together with curricular revisions, we have updated the SLOA (attached) to reflect the new program.

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:

The MMS has undergone a complete curricular revision that is currently in review with the faculty senate committees. The major change we envision for this program is that it could be completed entirely asynchronously, making it an attractive option for potential students in the workforce or indigenous students who seek advancements in their current jobs. As part of this revision, we have developed 2 new classes (asynchronous) that serve as cohort-builder courses, one for incoming students and one for graduating students.

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.

Embedded

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)

No change in majors, No change in degrees awarded, No change in SCH, No change in pass rates, No change in persistence, Something else (use data explanation field to describe)

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.

NA
There are currently no students in the program.

Optional Data Explanation

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

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," filed to share what your program is doing to help students be successful.

High Impact Practices that currently apply to your program:

Capstone Courses and Projects, Collaborative Assignments and Projects, Writing-Intensive Courses

Collaborative Assignments & Projects

Students in this program are required to complete and present on a project. These projects can span anything from a literature review to photo journalism, but have to be aquatic environment focused. As part of the capstone experience (MBI 606) students will work collaboratively on assignments, projects, and reviews.

Undergraduate Research

Diversity/Global Learning

ePortfolios

First-Year Seminars & Experiences

Writing-Intensive Courses

Students in this program are required to complete and present on a project. These projects can span anything from a literature review to photo journalism, but have to be aquatic environment focused. As part of the capstone experience (MBI 606) students will work collaboratively on assignments, and reviews, including project descriptions and syntheses.

Service-Learning and/or Community-based Learning

Internships

Capstone Courses & Projects

Students in this program are required to complete and present on a project. These projects can span anything from a literature review to photo journalism, but have to be aquatic environment focused. As part of the capstone experience (MBI 606) students will work collaboratively on assignments, and reviews, including project descriptions and syntheses.

Other or None of these (explain)

Submission

Submitter & Collaborator Names

Lara Horstmann on behalf of the Marine Biology Department

Submitter Email

lahorstmann@alaska.edu

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

Increase enrollment, Consider curricular revisions

Explanation of Recommendations

The review panel acknowledges the time and effort that went into preparing the mid-cycle program review for the MMS program. The review panel commends the program for following the guidance set forth during the expedited program review to make programmatic revisions to increase enrollment. It will be important for the program to demonstrate enrollment increases in two years at the full program review stage given the enrollment history of the MMS. The review panel also commends the program in its SLOA plan, which put forth 4 SLOs that were appropriate measures of student learning via this program.

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 4 SLOs for the revised MMS SLOA plan. The review panel offers the following recommendations to improve upon the program's SLOAs:

- All SLOs 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/>.

- 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 (might have some data from the first cohort?), there should be assessment rubrics in place for assessment purposes.

A brief overview of the curricular changes was provided, which is a conversion of the program to a completely asynchronous format. New courses have been developed in support of that revision, which is currently pending with the Faculty Senate. It should be noted that this program revision is an outcome of the previous expedited program review, with a need to increase student enrollment in the program.

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.

Student Success & Equity Feedback

The program noted no changes in any metrics and that there are no students in the program. Only 1 graduate since the program was initiated in 2016 and no students in the program since that time.

High-Impact Practices Feedback

The program noted capstone courses/projects, collaborative assignments/projects, and writing-intensive courses as HIPs and provided a narrative for each HIP.

The program could have used the one graduate to provide examples of these HIPs and how they fit into the program (note that this will be necessary for future program reviews).

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

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
MA in Marine Science
 College of Fisheries and Ocean Sciences
 18 September 2023

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
MISSION STATEMENT: The College of Fisheries and Ocean Sciences supports the needs of Alaska and its communities, the nation and the international community through research and training the next generation of scholars and leaders in the wise use of Alaskan and Arctic aquatic natural resources. GOAL STATEMENT: The MA program in Marine Science will provide graduates with the knowledge base to be competitive for positions in state and federal management agencies, private industry (e.g., natural resource development), and tribal organizations in Alaska and elsewhere. Our goal is to produce professionals with an advanced understanding of key concepts in marine biology and oceanography, the	1. Written communication skills: Students should be able to develop a research project pertaining to the field of study that presents a well-formulated objective, and develops, creates, evaluates, and/or synthesizes relevant published literature, scientific data, educational displays, science communication etc.	Marine Biology faculty will review project descriptions as part of the capstone (MBI 606 Marine Studies Capstone Project Seminar) and score each independently using grading rubrics developed as part of MBI 606.	Marine Biology faculty will review and assess all graduate projects and score written communication skill level. Grading rubrics and evaluation forms will be filed in the Academic Programs office. Data will be compiled annually and reviewed by the Outcomes Assessment Committee (OAC).
	2. Oral communication skills: Students should be able to deliver an oral presentation of their project in a collegial, public, and/or professional setting, and field questions related to their presentation with confidence	Students will present their work as part of the capstone seminar (MBI 606 Marine Studies Capstone Project Seminar). Marine Biology faculty will review project presentations and score each independently using grading rubrics developed as part of MBI 606. Students are highly encouraged to present their project in other settings, e.g., scientific conference, tribal council meetings	Marine Biology faculty will review and assess all graduate presentations and score oral communication skill level. Grading rubrics and evaluation forms will be filed in the Academic Programs office. Students will be asked, upon completion of the degree, to report on additional public presentations given. The OAC will compile and evaluate student-reported data on an annual basis.

skills to effectively communicate with other professionals and laypersons in their chosen field, and the ability to gather, interpret, and synthesize scientific information for application to current issues, such as resource management practices.		workshops, community gatherings, etc.	
	3. Mastery of core knowledge in marine science	Successful completion of the required coursework with minimum grades according to program requirements Min. standard: 75% of students successfully complete coursework	Successful completion (i.e., passing grades) of required coursework by students will be reviewed annually by the OAC.
	4. Demonstrated ability to gather, interpret, synthesize, and apply scientific information to current issues	Evaluation by the Marine Biology faculty and as part of the capstone (MBI 606 Marine Studies Capstone Project Seminar). Marine Biology faculty will review the quality of project descriptions and the final product and score each independently using grading rubrics developed as part of MBI 606.	Marine Biology faculty will review and assess all graduate project descriptions and the final product. Grading rubrics and evaluation forms will be filed in the Academic Programs office. Data will be compiled annually and reviewed by OAC.