

Rural Development - Bachelor of Arts

Current Compliance Year: 2023-2024

Full 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):

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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 and recommendations may not appear until after your first full or mid-cycle review.

Developing

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

REPORT

Learning outcomes data was collected for a total of 16 students (13 RD and 3 ANS from Spring 2021 to Spring 2023). Due to the small number of ANS students, RD and ANS students are being reported together for this cycle. The primary direct assessment of learning outcomes is of senior projects and theses. A description of the assessment process, analysis, and rubric is in the appendix.

Over 90% of senior projects and theses were rated as outstanding or good in the categories of “understanding” and “application” with many students creating projects that were being implemented at the time of graduation or could be implemented within two years. Faculty noted the high level of interdisciplinary projects and theses. Writing was the biggest area of concern, with students coming to the program with highly variable levels of writing experience, but over 80% of written products and presentations were still rated as outstanding or good.

The graduate exit survey was not collected.

The baseline data for written and oral communication was not collected.

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:

Discussion:

- Assessment categories need to be recalibrated. There is no longer consensus around what each category (Outstanding, Good, etc.) means.

- Writing expectations remain an issue:

- Department currently uses Chicago Manual of Style/Turabian. Should we continue with a single style or allow each faculty to choose their own style?

- Should ANS/RD 225 Applied Communication Skills focus more on academic writing?
- What else can we do to address the disparate writing skills of our students?
- Is program content well-differentiated? ANS and RD have clearly separated outcomes and goals, but changes to curriculum, especially the need to have many courses cross-listed, means that a lot of student projects/theses are very interdisciplinary. This is a strength, but could also lead to the erosion of the individuality of the programs.
- COVID had a significant impact on student preparedness and understanding of academic expectations. It would help to add more TA support to the capstone course.

Curriculum Changes: The Department submitted program changes for the RD BA degrees that maintains concentration tracks, but reduces the number of “required” courses in each track. We added two additional courses to the core to enhance students skills in using data and their knowledge of ANCSA.

SLOA Changes: the SLOA was modified to reflect a new method of assessing student projects and theses. The Graduate Exit Survey and RD 225 baseline were retained and we hope to implement them now that the pandemic is behind us.

Other topics will be discussed and implemented over the next year.

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 and recommendations may not appear until after your first full or mid-cycle review.

Student Success Data Trends:

Decline in majors, Decline in degrees awarded, Decline in SCH, Increase in persistence, No change in pass rates, Equity gaps

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.

Over 80% of rural development students are [REDACTED]. Not reflected in the data provided is the gap between [REDACTED] and [REDACTED] majors and graduates. About 20% of RD majors are [REDACTED] and about 25% of the graduates over the past 5 years were [REDACTED] (almost entirely [REDACTED]). While we need to address the lack of [REDACTED] in BA programs, we are pleased that they are graduating at a higher rate than their enrollment as majors. Anecdotally, RD faculty have noticed a decline in older rural students in the program.

Optional Data Explanation

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

The declines in majors, etc. are likely an artifact of COVID. Majors have declined. This is due to a push to graduate students (24 graduates over the last 5 years) not being fully replaced through recruitment of new students (a decline of 11 majors). The decline in degrees reflects both the lack of recruitment and current students being impacted by COVID. The decline in SCH is entirely due to a decline in enrollment in lower division courses. Since many RD students take lower division ANS courses they may be reflected in the increase in ANS lower division enrollment. However, this may also be due to a lack of recruitment. Persistence has increased. We believe this is due to a strong push in the program to support students and providing consistent advising through our staff advisor.

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 and recommendations may not appear until after your first 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:

Capstone Courses and Projects, Diversity/Global Learning, Writing-Intensive Courses, Undergraduate Research, First-Year Seminars and Experiences, "Service Learning, Community-based Learning", Internships

Collaborative Assignments & Projects

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Undergraduate Research

Students have been encouraged to explore undergraduate research opportunities like the BLaST research program. However, since most of the RD students are non-traditional students not attending campus, it is often more challenging for them to participate. Students complete a rural development capstone project that includes research.

Diversity/Global Learning

The rural development program includes several classes, including RD 300 rural development in a global context, that address global, Indigenous, and Arctic issues.

ePortfolios

First Year-Seminars & Experiences

RD 100: The University Experience is available for students attending the Troth Yeddha' Campus. The course addresses academic, cultural, and social transition to campus.

Writing-Intensive Courses

The senior project course is writing intensive.

Service-Learning and/or Community-based Learning

Community-based learning is at the heart of RD. The program was designed to offer core courses where students can apply what they are learning in their communities. RD takes an applied learning approach.

Internships

Students have the option of taking the RD 400 Rural Development Internship. The internships allow students to explore opportunities under a guided mentorship.

Capstone Courses & Projects

All rural development students complete a two course series of project design and project implementation. Many RD senior projects involve original research and community participation and have real impacts beyond the student's educational goals. For example

Other or None of these (explain)

Program Profile and Financial Data

The program review elements in this section usually stay consistent for departments. Any responses you provide will be saved for your next visit. So, when it's time for the next program submission, your previous narrative profile answers will be here, ready for editing. You can then decide if any updates are necessary, based on your needs for the next program review cycle.

Financial Data Resources

The Board of Regents shapes program review, through BOR Policy 10.06, to support budget increase advocacy in the state legislature. The standardized financial data template should be analyzed with your data liaison to assess your program's capacity and resource status.

To keep integrity and remain standard across all of UAF it is very important that you do not provide any additional or alternative data.

Financial Template

Your data liaison may have uploaded your template to the Google folder for this program, or you may do so now.

Previous Feedback: Feedback and recommendations may not appear until after your first full or mid-cycle review.

Cost Effectiveness

How does your department/program approach being cost effective?

Many faculty in rural development and Alaska Native studies teach courses across each program. The rural development financial profile does not reflect the intertwining with Alaska Native studies. One of the ways that we approach being cost effective is to use stacking of 400 level and 600 level courses for elective courses that will appeal to both upper division undergraduate and graduate students. This allows us to offer more variety of topics to students in the rural development BA and MA programs and the ANS BA program. For the rural development BA program specifically, we have cross-listed several classes with Alaska Native studies to increase enrollment and use our faculty resources more efficiently. We have also revised our program this year (not yet approved) to reduce the number of required concentration courses. This will allow us to focus on higher enrollment electives.

Program's Value to Mission

The goals of the rural development BA program are to:

- * Provide a high quality interdisciplinary BA degree in Rural Development that serves as a model of innovation and flexibility in delivering distance education while building on UAF's status as America's premier arctic university.

- * Educate our students in leadership, sustainability, governance, community planning, business and rural development, and integrated resource management.

These goals align directly with the mission of the Department of Alaska Native Studies and Rural Development is "empowering communities through our students."

The rural development BA aligns with the following UAF strategic plan goals:

Goal 1:modernize the student experience:the program is offered to students both on and off campus in hybrid classes utilizing technologies that are supportive of rural community technology access and implements new strategies for student access.

Goal 2:Strengthen our position as global leaders in Alaska Native and Indigenous programs:The rural development program continues to produce Alaska Native leaders in tribal governments, tribal nonprofits, Alaska Native corporations, and other organizations.

Goal 5:Embrace and grow a culture of respect, diversity, inclusion and caring:the program helps Alaska Native and students from non-traditional academic backgrounds build and maintain spaces for their cultures and perspectives at the university.

Goal 6:Revitalize key academic program: our continuing efforts to respond to changes keep the program up to date with our students and industry needs.

Duplicative Programs

There are no other programs within the UA system that combine a rural and Indigenous focus with a community development focus on all areas of human development: economic, social, cultural, political, legal, health, and education.

Community or Other Partnerships

Our department partnered with Doyon, Ltm. to host a symposium on the past, present, and future of the Alaska Native Claims Settlement Act (ANCSA) in April 2022. Attendees participated in two days of programming featuring panels of experts, Q&A sessions, and discussion groups. These educational conversations engaged the panelists and audience in reflections on the history of ANCSA, what ANCSA means for Alaska Native communities today, and what lies in the future for the next 50 years of ANCSA. Members of our RD faculty are also involved in partnerships with the Tanana Chiefs Conference Tribal Education Department, Alaska Coastal Coalition, and Fairbanks Native Association's Behavioral Health Community Coalition. We also have a faculty member with a joint appointment at International Arctic Research Center. Finally, faculty members work extensively with various community members and organizations providing expertise and knowledge on relevant rural development issues.

Value of Service Courses (Optional)

Our department partnered with Doyon, Ltm. to host a symposium on the past, present, and future of the Alaska Native Claims Settlement Act (ANCSA) in April 2022. Attendees participated in two days of programming featuring panels of experts, Q&A sessions, and discussion groups. These educational conversations engaged the panelists and audience in reflections on the history of ANCSA, what ANCSA means for Alaska Native communities today, and what lies in the future for the next 50 years of ANCSA. Members of our RD faculty are also involved in partnerships with the Tanana Chiefs Conference Tribal Education Department, Alaska Coastal Coalition, and Fairbanks Native Association's Behavioral Health Community Coalition. We also have a faculty member with a joint appointment at International Arctic Research Center. Finally, faculty members work extensively with various community members and organizations providing expertise and knowledge on relevant rural development issues.

Post-Graduate Success

Rural development graduates can be found as leaders and employees in Alaska Native, government, and private organizations throughout the State of Alaska. There is a continuing need for people who understand the unique development needs and challenges of rural Alaska.

Submission

Submitter & Collaborator Names

Cathy Brooks, Charleen Fisher, Jennifer Carroll

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

Strengthen advising practices, Increase enrollment

Explanation of Recommendations

Strengthen Advising Practices - this is to address the issue of having flat enrollment but declining graduates and admissions. It may be an advising issue.
Improve student enrollment in the BA program. Increase student credit Hours (SCH) offered by the BA RD program and the RD department in general.
Faculty affiliated with the program need to improve their research/scholarly productivity. They may pursue external grants to fund research and/or creative activities in the department.
Develop or find another mechanism to assess the second outcome/objective listed in the SLOA.

Student Learning Outcomes Assessment Feedback (tags)

Strong alignment with SLOA plan

Student Learning Outcomes Assessment Feedback (narrative)

The BA in RD program uses several high-impact practices. These include completing an AK Native writing intensive course as a requirement and having the option of completing a service / community-based Learning course as an elective. Students can complete internships in RD and they are required to complete a capstone course that focuses on research and thesis. All of these add value to the BA in RD program and should be continued. Assessment 3 would be hard to assess if a student is not currently employed or engaging in community activities. If this is not a requirement of the program upon admissions and entry, this should not be an assessment

Profile Feedback

Program is mission-centric to UAF or college/school, Strong post-graduation success for students, "Strong service teaching component (GER, other disciplines, etc)", Strong ties to the community or industry

Financial Feedback

Opportunities to Increase Revenue

Student Success & Equity Feedback

The student success data points to some concerns for the program. There is a decline in the number of students declaring a BA in RD as their major, from a high of 36 in 2019 to 25 in 2023. The number of students majoring in the BA program is flat. Most concerning is the drop in the number of students graduating with a BA in RD from 7 in 2019 to 3 in 2023. The student credit hours (SCH) are not growing or shrinking. The data is not clear on how the SCH is staying constant with a decrease in student numbers. One explanation is that students from other departments and colleges of UAF are taking RD dept courses as General education requirement (GER) as a part of the Alaska Native-Themed Requirements. Overall, the program needs to improve enrollment and student credit hours.

High-Impact Practices Feedback

The BA in RD program uses several high-impact practices. These include completing an AK Native writing intensive course as a requirement and having the option of completing a service / community-based Learning course as an elective. Students can complete internships in RD and are required to complete a capstone course focusing on research and thesis. These add value to the BA in RD program and should be continued.

Dean's Review Feedback

AS with all programs here at CIS, there is a need to uplift enrollments. This is actively being worked on within the DANSRD department and CIS as a whole.

Vi e Provo t Feedback

SLOAs – Your report shows strong alignment between the plan, the results, and the analysis done by the program. Provided 4 SLOs; SLO #3 is a program outcome and not a SLO; the program might consider revising the SLOs to include more “action” words (<https://tips.uark.edu/blooms-taxonomy-verb-chart/> . Ne d o addre s closi g t e lo p a d continuo s improvement.

HI s - Provid d overvie s f the e practice ; cou d ha e us d mo e detai s f r ea h practi e wi h specif c example . N t cle r f the e a e requir d f r a l studen s r f students c n choo e fr m a gro p f option . Frequen y f the e opportunitie ? Whe e n t e program/wh t classe ? Requir d r optiona ? Wh t proporti n f studen s involved?

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
Rural Development BA
2023-2024
College of Rural and Community Development

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
MISSION STATEMENT: Empowering communities through our students GOAL STATEMENT: 1. Provide a high quality interdisciplinary BA degree in Rural Development that serves as a model of innovation and flexibility in delivering distance education while building on UAF's status as America's premier arctic university. 2. Educate our students in leadership, sustainability, governance, community planning, business and rural development, and integrated resource management.	Students will demonstrate understanding of the tenets and practices of sustainable rural human, social, and economic development as an academic and practical discipline and how they relate to rural Alaska and Alaska Native community development.	Papers/Projects from RD 475 Senior Project will be evaluated annually using a prepared rubric. 70% of senior projects will score Good or Outstanding in the faculty review.	At least half of the senior projects and presentations will be reviewed and evaluated jointly by faculty in an annual meeting.
	Students will practice and apply essential tools for community leadership and development, including business planning, community-based research, community visioning and planning processes, Indigenous planning, integrated resource management, project management, and evaluation techniques.	Papers/Projects from RD 475 Senior Project will be evaluated annually using prepared rubric. 70% of senior projects will score Good or Outstanding in the faculty review.	At least half of the senior projects and presentations will be reviewed and evaluated jointly by faculty in an annual meeting.
	Students will apply the information and skills learned in this degree in their community activities and employment.	Graduate Exit Statement	A Graduate Exit Statement will be collected from each graduate.
3. The Communications Learning Outcomes (CLO) state that UAF undergraduates will demonstrate effective communication when they are able to: 1) Explain disciplinary content using a variety of modes of communication, including oral and written communication. 2) Communicate to audiences in the discipline using appropriate disciplinary conventions. 3) Translate disciplinary content to an audience outside the discipline as appropriate, making disciplinary knowledge	Students will demonstrate culturally appropriate oral & written communications skills in a variety of contexts, including academic communication, policymaking communication, business communication, and communicating with community audiences.	A baseline of written and oral communication skills will be collected in RD 225 Oral and written communications skills will be assessed in RD 475 70% of senior projects will score Good or Outstanding in the faculty review. 70% of senior projects presentations will score Good or Outstanding in the faculty review.	RD 225 baseline will be collected by faculty At least half of the senior projects and presentations will be reviewed and evaluated jointly by faculty in an annual meeting. Data will be aggregated and compared by the department chair over time. A potential issue with this measurement is that students go through the program at significantly varying speeds. However, over time the information should show trends that will be helpful.

relevant to broader communities. 4) Integrate feedback from others to enhance or revise communication.			
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Data Liaison Report for DANSRD RD Department/Program					
	FY2021	FY2022	FY2023	Definitions for the compiling staff	Definitions for the programs and reviewing committees
Total Student Credit Hours (SCH)	644	610	636	Provided in SCH tab in the student success data provided by PAIR.	
Service SCH	276	312	303	Sum rows labeled as "In unit, outside department, Service" and "Outside unit, Service" in the SCH tab of the data provided by PAIR.	
Department FTEs	3.81	3.14	4.13	FTE = Full-time equivalent employee. Use the worksheet below to calculate for each employee type, and then use the total from row 31 here.	
Total SCH per Department FTE	169.05	194.52	153.90		
Service SCH per Department FTE	72.45	99.49	73.32		
Majors in Programs				Sum for all programs from the Majors Total tab in the data provided by PAIR.	
Department FTEs	3.81	3.14	4.13	From row 31 below or row 5 above	
Majors per Department FTE	0	0	0		
Total Unrestricted Expenditures				Total Expenditures made from budgets with an F1 or F7 fund type designation, from provided cycle report data filtered by Data Liaison	
Total Restricted Expenditures				Total Expenditures made from budgets with revenue of the F2 or S2 fund type designation, from provided cycle report data filtered by Data Liaison	
Total Unit/Central Support Allocated to Program(s)				Expenses incurred for direct support of instruction within orgs identified as central or academic support, if applicable	
Tuition Revenue - Rural College				Receipts to college from tuition generated by the department/program (F1). NOTE: under the current 80/20 percent tuition distribution model generating units receive 80%. PLEASE USE PAIR REPORTED SCH TO REPLACE ZEROES IN CELL CALCULATIONS.	Receipts to college from tuition generated by the department/program, based on the campus's active tuition distribution model, which determines how much the unit receives of their generated tuition, and how much the campus keeps (in addition to the out-of-state surcharges) to support central offices/functions. The current distribution model is 80/20, where the unit/college receives 80% of their generated in-state tuition.
State Appropriation Revenue				Appropriations for current funds operation of the university from the general fund of the State of Alaska through the annual budget cycle. This category also includes TVEP and State Mental Health Trust funds, if allocated to the department. (F1)	Appropriations for current funds operation of the university from the general fund of the State of Alaska through the annual budget cycle.
Restricted/Sponsored Project Revenue				Revenue from external sponsors; includes grants, contracts, sponsored projects & restricted (grant) accounts funded by UA Foundation funds (F2/S2)	Revenue from external sponsors; includes grants, contracts, sponsored projects & restricted (grant) accounts funded by UA Foundation funds
Fees				Course Fees (9159) e.g., enrollment and sales receipts, space rental revenue, indirect Cost Recovery (F1/F7); NOTE: COURSE FEES (9159) REPORTED ABOVE	
Other UA Receipts/Revenue					
Workload allocation: Teaching Units	70.24	31.50	17.78	Department faculty's workload units assigned to teaching	
Workload allocation: Service Units	54.85	19.50	11.33	Department faculty's workload units assigned to service	
Workload allocation: Research Units	91.11	30.28	18.25	Department faculty's workload units assigned to research	
Full-time Equivalent Worksheet**					
Faculty FTEs	2.98	2.16	3.47	Split appointments are multiplied by the % of effort assigned to this	
Adjunct FTEs	0.05	0.03	0.05	by adjuncts in a year divided by 40 = the FTE of adjuncts in that year.	
Staff FTEs	0.78	0.95	0.61	Split appointments are multiplied by the % of effort assigned to this	
Graduate TA/RA FTEs	0.00	0.00	0.00	0.75 FTE.	
Total Departmental FTEs	3.81	3.14	4.13	Sum of all employee FTEs	

**Note: FTE definitions and calculations for the purpose of Academic Program Review are different than for other institutional reporting processes (e.g. OMB or IPEDS reporting)

