

Rural Development - Master 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.

Strong

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

Learning outcomes data was collected for a total of 11 students taking the new capstone/comprehensive exam course RD 691, where students complete a portfolio demonstrating their knowledge and application of the core key concepts of the program, and 5 students utilizing the prior comprehensive exam (written and oral) system between Fall of 2020 and Spring of 2023. A description of the assessment process, analysis, and associated portfolio assessment rubric is in the appendix. RD 691 and the portfolio assessment are new processes and the current method needs to be reworked to provide more specific and useful information. Under the current system, no student scored below acceptable in any category (comprehension, articulation, and application) and most students were evaluated as outstanding or good. In addition to the RD 691 students, 3 students passed their comprehensive exams and 5 students passed their thesis or project defense during this time period. The graduate employment survey was not collected.
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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:

No curriculum changes are proposed at this time. The new non-research pathway has brought several students back to the department and encouraged new students to apply. The department discussion of the RD 691 portfolios centered primarily on presentation mechanics and access to the portfolios (most students are creating online portfolios and technical issues are still common). There was limited discussion on how well the students addressed the key concepts of each class, possibly because many DANSRD faculty do not teach in the masters program or rural development. The conversation revealed the following:

- The portfolios are very large and time consuming to review. We need to devise a new system of review that takes this into account.
- We should look at how we can host the portfolios in a way that makes them easy to access.
- We need to decide who is going to assess the portfolios and what level of understanding they need of the core courses and key concepts.

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.

Not 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:

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.

An average of 71% of the program majors are [REDACTED] but their pass rate is variable and lower than other reported groups. This is not surprising since these students are more likely to be full-time workers and full-time family carers whose semesters are often disrupted. The program provides flexibility to all students to support them in finishing the program. Another gap is between [REDACTED] and [REDACTED] students. As with the BA in rural development, about 25% of our RD MA majors are [REDACTED], as are the graduates.

Optional Data Explanation

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

We did not see any trends in the data regarding majors, degrees, or student credit hours. Program numbers tend to move around from year to year, but no overall trend was detected. We expect to continue to produce a steady stream of graduates each year due to the non-research pathway, but it will likely appear to be a decrease once we finish recapturing and graduating students who were stalled under the previous degree requirements.

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, ePortfolios, Diversity/Global Learning, First-Year Seminars and Experiences

Collaborative Assignments & Projects

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Undergraduate Research

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Diversity/Global Learning

All rural development MA core courses include a diverse perspective that looks at development in an Indigenous, Arctic, and global context.

ePortfolios

RD 691, the new (as of 2022) capstone course, requires students to put together a portfolio to demonstrate their understanding of the core concepts in rural development and reflect on how they have applied them in their coursework, employment, community e

First Year-Seminars & Experiences

RD 600, the Indigenous leadership seminar, is used to prepare students for their masters program.

Writing-Intensive Courses

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Service-Learning and/or Community-based Learning

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Internships

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Capstone Courses & Projects

RD 691, the new (as of 2022) capstone course, requires students to put together a portfolio to demonstrate their understanding of the core concepts in rural development and reflect on how they have applied them in their coursework, employment, community e

Other or None of these (explain)

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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 RD MA program specifically, the department created a non-research pathway for students and streamlined the comprehensive exam system which has attracted more

students to the program and allowed them to graduate more quickly. We also developed a graduate certificate which provides a small boost in student numbers and credit hours in specific core courses.

Program's Value to Mission

The M.A. program is designed to educate leaders who understand the dynamic relationship of rural Alaska with the global economy and who have professional skills in areas of leadership, business development, administration and conflict management.

The rural development MA 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

Graduates typically take positions with tribal and municipal governments, fisheries, tourism, Native corporations, regional health corporations or non-profits, state/federal agencies, or other private businesses. Many RD MA graduates are in leadership positions throughout rural Alaska.

Submission

Submitter & Collaborator Names

Charleen Fisher, Cathy Brooks, 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

Improve time to degree, Increase enrollment

Explanation of Recommendations

The program is solid.
The program can improve enrollment, and there is scope for improving tuition revenue.
The faculty affiliated with the program needs to improve their research/scholarly productivity.
The program needs to improve the pass rate of [REDACTED] and ensure that the students enrolled for the MA degree complete all the requirements and graduate within a reasonable time.
The program can improve the enrollment of [REDACTED] students in the program.
Continue the high-impact practices being followed. They add value to the MA in RD program.
Define the indicators of student success in a way that they are measurable. The program needs to follow the SLOA assessment as written. The evaluation of SLO would be much more meaningful if the program collected data from its graduates regarding their employment and career progression.

Student Learning Outcomes Assessment Feedback (tags)

Strong alignment with SLOA plan

Student Learning Outcomes Assessment Feedback (narrative)

The SLOA is good for the program, though there is a need to actively collect the information, particularly with an employment survey if it is going to be an assessment. the program needs to collect data from program graduates regarding their employment and career progression.

Profile Feedback

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

Financial Feedback

High Tuition Revenues, Productive Faculty

Student Success & Equity Feedback

The MA in the RD program has to improve the pass rate of [REDACTED] students. The program needs to ensure that the students enrolled for the MA degree complete all the requirements and graduate within a reasonable time. The MA in RD program needs to improve the enrollment of [REDACTED] students in the program.

High-Impact Practices Feedback

The MA in RD program uses several high-impact practices. These include completing a capstone course and a seminar-style course in leadership. All of these add value to the MA in RD program and need to 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.

Vice Provost Feedback

HIPs - Provided overviews of these practices; could have used more details for each practice with specific examples. Not clear if these are required for all students or if students can choose from a group of options. Frequency of these opportunities? Required or optional? What proportion of students involved?

SLOAs – Provided 3 SLOs; SLOs #1 and 2 are program outcomes and not SLOs; per NWCCU need 3-6 SLOs, so will need to identify additional SLOs that address knowledge and skills that a graduate from this program should attain upon completion of the degree; the program might consider revising the SLOs to include more “action” words (<https://tips.uark.edu/blooms-taxonomy-verb-chart>). Need to give consideration to the artifacts added to the collected assessment to show SLOs. Need to address closing the loop and continuous improvement.

UNIVERSITY OF ALASKA FAIRBANKS

Department of Alaska Native Studies and Rural Development Student Learning Outcomes Assessment Plan Academic Year 2009/2010 RD MA Degree

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
MISSION STATEMENT: Our mission is to strengthen leadership capacity for indigenous communities in Alaska and the circumpolar North through degree programs that promote (1) academic excellence, (2) personal development, (3) professional skills, (4) global awareness, (5) respect for indigenous cultures, and (6) commitment to community We seek to include a keen awareness of the scope, richness, and variety of Alaska Native cultural heritages, and a series of critical perspectives on the historical and contemporary indigenous experience of all our students. GOALS: 1. Offer a quality program of advanced study for place-committed students in rural Alaska, combining personal networking with cutting-edge distance education delivery. 2. Educate leaders with a broad understanding of interrelationships between rural communities and the dynamic global economy. 3. Build strong ties to employers and leaders in rural Alaska to support program relevance and student success. 4. Make an innovative model for circumpolar graduate study with a particular emphasis on international leadership development accessible to students.	1) Graduates will be hired in their communities and regions in the fields of rural and community development or will be advanced in their employment status if already employed, or will continue on to further graduate or professional education.	ENTRY LEVEL: Meets acceptance criteria for the program. EXIT LEVEL: After one year, employment or promotion in rural/community development, or continuing higher education for 80% or more of MA graduates.	ENTRY LEVEL: Faculty will evaluate student application and advise as appropriate. EXIT LEVEL: Director and Academic Program Head will conduct an annual survey of graduates to determine employment status.
	2) Graduates and their employers will express overall satisfaction with course content, and with the program's emphasis on community development, management and administration in indigenous and northern communities.	ENTRY LEVEL: Employer interests will be identified and monitored through continuing research of the Alaska business environment. EXIT LEVEL: The program's reputation for quality will be assessed using a survey questionnaire of all graduates and employers of new graduates on an annual basis.	ENTRY LEVEL: Director and Academic Program Head will conduct an annual survey. EXIT LEVEL: All faculty will review and assess the outcomes of the survey annually for program planning and development, producing a triennial report.
	3) Graduates in RD will develop capacities for effective oral and written communication including use of best available computer hardware and software. They will use the network built up during their studies to connect with international and national issues and apply their knowledge across the Arctic.	ENTRY LEVEL: Students will participate in the effective use of written and oral communication, demonstrating capacity through seminar presentations and coursework. EXIT LEVEL: Completion of RD 698/699 thesis or project. Faculty assessment of student presentations and comprehensive exam results.	ENTRY LEVEL: Students will receive intensive instruction in effective oral and written communication, including use of computers, face-to-face seminars and web-based instruction. EXIT LEVEL: With the help of grant funding, students will make presentations at conferences and meetings including those in international locations.

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**

	FY2021	FY2022	FY2023	
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)