



Academic Program Review

Program Name: Marine Policy - Master of Marine Policy

Academic Year 2025/2026

Recent Recommendations

Using your most recent review, please respond to all feedback and recommendations.

Response:

Recommendation/Feedback: Learning Outcomes "Requires Minor Revision". Several specific changes to SLOAs were recommended.

Response: The SLOA plan was updated and changes are detailed in the next section.

Recommendation/Feedback: 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.

Response: The MMP program is a joint UAF-UAS program and UAS has hired one faculty member to specifically support the program, bringing the total MMP faculty to 3. We do not foresee an additional MMP hire in the Fisheries Department in the near future, but the program appears to be on a sustainable path.

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

Response: Several HIPs were added as detailed below

Student Learning Outcomes

Describe the assessment of your student learning outcomes (SLOs). Discuss your findings, changes you are making, and what you hope to see as a result.

Response:

This is a very new program and the SLOA plan for the program is centered around five outcomes: Multidisciplinary Breadth, Analytic Depth, Firsthand Experience, and Integrative Capacity. These will be assessed through performance in core courses, internship evaluations by internship hosts, and 1-year exit interviews, which has been developed but not yet administered because the first students only graduated this past academic year. Because the survey instrument has not yet been administered, and because only 7 students have graduated from the program so far, student outcomes cannot yet be meaningfully assessed at this point. However, the fact that 7 students successfully graduated within a short time is in itself a sign of success.

Did you make any curricular changes based on your most recent SLOA? If so, discuss what changes were made. If no changes were made, please discuss the strengths of your curriculum based on the assessment of your outcomes.

Response:

As this still young program evolves, we requested, and the faculty senate approved dropping the option for students to complete a comprehensive exam in place of the capstone course, consistent with the applied nature of the program. Further program changes proposed this year include (1) additional course options and (2) changing the requirement for two courses in the “Living Marine Resources and their Management” core area to a requirement for one course each in the core areas “Living Marine Resources” and “Management of Living Marine Resources” to clarify confusion over the core area structure and naming. As of 2017, all Baccalaureate programs are required to embed communication outcomes within their SLOA Plans. This is optional for non-Baccalaureate programs.

Communication outcomes in the SLOA plan are: [Embedded](#)

Check the checkbox to certify completion of the following tasks:

- ☐ Upload supporting documents to the Supporting Documents folder. This includes artifacts, rubrics, and other documents related to your SLOA.
- ☒ Upload your most recent SLOA to the Supporting Documents folder, even if no changes have been made since the last review.

Have changes been made to your SLOA document since your last review?

Yes

If so, please summarize what changes were made.

Response:

Recommendation/Feedback: SLO #6 (career readiness) 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).

Response: SLOs were updated in Fall 2024 based on the mid-cycle review committee recommendations to drop SLO#6. We continue to track associated metrics to assess program outcomes.

Recommendation/Feedback: The program might consider revising the outcomes to include more “action” words.

Response: When revising the SLOA plan, consideration was given to use ‘action’ words where possible.

High Impact Practices

Please indicate which high impact practices are currently being implemented in relation to the program's student learning outcomes.

- | | |
|---|---|
| ☒ Capstone Courses & Projects | ☐ Graduate Level Research |
| ☐ Collaborative Assignments & Projects | ☒ Writing-Intensive Courses |
| ☒ Diversity/Global Learning | ☐ Publications |
| ☐ ePortfolios | ☒ Communications |
| ☐ First-Year Seminars and Experiences | ☐ Scholarly Activities |
| ☒ Internships | ☐ Studios |
| ☐ Service or Community-Based Learning | ☐ Practicum |
| ☐ Undergraduate Research | ☐ Other |
| ☐ Labs | ☐ None of these |

Discuss how the HIPs in the program are reflected in the SLOA. If you have identified HIPs that are not included in the SLOA, please consider an update.

Response:

The M.M.P. program integrates several High-Impact Practices (HIPs) that directly support the program's learning outcomes and mission to prepare graduates for professional roles in marine policy analysis. These practices (capstone project, internship, diversity/global learning, writing-intensive coursework, and communication-focused experiences) are explicitly embedded in each stage of the program and assessed through multiple instruments.

The capstone project represents the program's central integrative HIP. Each student completes a directed project or literature review demonstrating the ability to gather, interpret, synthesize, and apply coursework and internship experience to real-world policy problems. Capstone presentations provide opportunities for professional-level communication and public engagement.

The required internship provides firsthand professional experience in government agencies, NGOs, or industry settings where marine policy is developed and applied. Host evaluations assess students' progress toward policy-related learning objectives, reinforcing applied learning and professional readiness.

Writing-intensive courses and ongoing communication activities strengthen students' analytical and synthesis skills across core areas—law and policy, economics and sustainability, and management of living marine resources. Diversity and global learning are inherent throughout the curriculum, which emphasizes governance systems and resource issues across cultures, regions, and scales, including Tribal, national, and international contexts.

Together, these HIPs cultivate disciplinary breadth, analytical and integrative capacity, and professional communication, all of which are directly reflected in the M.M.P. SLOA outcomes. The program's outcomes assessment ensures these practices translate into demonstrated competence in marine policy analysis and application.

Student Success

Please reference the [Resources tab](#) for information on accessing the Student Success Data Dashboard and contacting your designated data liaisons.

Student Success Data Trends

Persistence:	No Change
Pass Rates:	No Change
Student Credit Hours:	No Change
Majors:	Increase
Degrees Awarded:	Increase

Other Trends (if applicable):

Besides the rapid growth in the number of majors over 3 years, no trends in demographics or student success are apparent over the three years of the program.

Discuss any achievement disparities identified in your disaggregated student success data and explain how you plan to address them.

No achievement disparities are discernible over the three years of the program.

Closing the Loop

Please discuss how your student learning outcomes are reflected in high impact practices and student success data. Response:

As no outcomes assessment has been completed, the loop cannot be closed yet.

Academic Program Profile

The following questions help show how your program supports the university's mission, connects with other UA programs, engages with the community, contributes through service courses, and supports student success after graduation. Please use this section to highlight the value your program brings to students, the university, and beyond.

UAF's Mission:

The University of Alaska Fairbanks is a Land, Sea, and Space Grant university and an international center for research, education, and the arts, emphasizing the circumpolar North and its diverse peoples. UAF integrates teaching, research, and public service as it educates students for active citizenship and prepares them for lifelong learning and careers.

In what ways does your program advance UAF's mission?

Response:

The Master of Marine Policy (M.M.P.) program advances UAF's Land, Sea, and Space Grant mission by integrating research, teaching, and public service to prepare students for leadership in marine and coastal governance. The program bridges natural and social sciences to address policy issues relevant to Alaska's and the Arctic's marine ecosystems and communities. Through applied coursework, internships, and capstone projects, students develop critical thinking, analytical, and communication skills that prepare them for professional roles in public service, Tribal organizations, and non-governmental or industry settings shaping sustainable marine policy.

How is your program related to others in the UA system?

Response:

The M.M.P. program is housed within the College of Fisheries and Ocean Sciences and complements the Fisheries and Marine Sciences graduate programs supported by the Departments of Fisheries, Marine Biology, and Oceanography. Shared faculty, cross-listed courses, and collaborative advising strengthen efficiency and promote interdisciplinary learning across ecological, economic, and policy domains. The program also interfaces with the Natural Resources and Environment, Arctic and Northern Studies, and many other UAF programs, expanding opportunities for joint research and coursework. Together, these programs form a coherent system-wide network addressing Alaska's marine ecosystems and governance challenges.

Who are your key community or external partners?

Response:

The program maintains strong partnerships with organizations engaged in marine policy and governance, including the Alaska Department of Fish and Game, NOAA Fisheries, U.S. Fish and Wildlife Service, Tribal governments and consortia, and nonprofit and industry partners such as the North Pacific Fishery Management Council and Alaska Sea Grant. These partners provide internships, mentorship, and applied policy opportunities that connect academic training to real-world management and decision-making contexts at state, federal, Tribal, and international levels.

What role do your services courses play, if any?

Response:

Marine Policy faculty contribute to UAF's teaching mission through service courses that support students from across CFOS and related disciplines. Courses in marine resource management, policy analysis, and the human dimensions of fisheries are regularly taken by students outside the fisheries program and outside the university. These shared offerings enhance program efficiency and interdisciplinary breadth while providing students from diverse scientific and policy backgrounds with the skills needed to integrate science, economics, and governance in the marine policy arena.

How do your graduates succeed after leaving the program?

Response:

As this is a professional Masters degree, most students in the program already work in a professional capacity, but may be seeking opportunities for advancement. Not statistics for examining career changes or advancements that may be attributable to the MMP are available at this point.

Submitter and Collaborator Names:

Franz Mueter, Ketih Criddle

Submitter Email:

fmueter@alaska.edu

Committee Review

Program Name: Marine Policy - Master of Marine Policy

Academic Year 2025/2026

Overall Recommendations

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

- | | |
|---|--|
| ☐ Insufficient Narratives | ☐ Report Incomplete |
| ☐ Address Achievement Gap | ☐ Consider Curricular Revisions |
| ☐ Develop Online Offerings/Options | ☐ Improve Time to Degree |
| ☐ Increase Enrollment | ☐ Increase Graduates |
| ☐ Increase Retention/Persistence | ☐ Strengthen Advising Practices |
| ☒ May be asked to share Effective Practices | ☐ Recommendation to University-Wide Committee |

Explanation of Overall Recommendations

Response:

Financial data could not be interpreted, especially at the programmatic vs Departmental level, and was not considered in this overall recommendation. Nevertheless, the program clearly leverages a wide range of existing courses across the University and collaborative relationships with external organizations, which should make the program cost effective. Additionally, the program is very new, limiting our ability to make meaningful recommendations based on the limited timeframe of available data. However, even though the program is still new and developing, enrollment is strong, clearly stating the need for this speciality in the Alaska job market.

Student Learning Outcomes Feedback

- | | |
|---|--|
| ☒ Strong | ☒ Developing |
| ☒ Requires Minor Revision | ☐ Requires Major Revision |

Student Learning Outcomes Assessment Feedback

- | | |
|--|---|
| ☐ Strong Alignment with SLOA Plan | ☐ Clear, Concise Presentation of Findings |
| ☐ Compelling Learning Story | ☒ Missing a Direct Measure |
| ☐ Missing Active Verbs | ☒ Missing Curricular Connection |
| ☐ Missing Collaboration within Department | |

SLOA Feedback Narrative:

The SLOA rely almost entirely on post grad surveys which are notoriously difficult to collect. What has the response rate been? Too many outcomes rely on this survey - more direct measures should be applied. Evaluation of students is mostly done by 2 faculty members - more objective measures will be important.

Student Success and Equity Feedback

Narrative:

The nascent nature of the program limits the ability to conduct a comprehensive evaluation based on PAIR data. There was substantial growth in student numbers in three years.

High Impact Practices Feedback

Narrative:

The MMP is a very new program with only 7 graduates so far. Therefore, the impact of HIP cannot be assessed rigorously at this time. The program does engage in appropriate HIPs for a professional Masters degree program, including internships, capstone projects, and communication-focused activities. With more students graduating and the resulting SLOA will help better assess the impact of HIP in the MMP.

Profile Feedback

- ☒ Mission-Centric to College and/or UAF ☒ Unique within UA
- ☒ Collaborative with other UA Programs ☐ Provides Job Placement for Graduates
- ☐ Strong Post-Grad Success for Students ☒ Strong Service Teaching Component
- ☒ Strong Ties to Community or Industry

Financial Feedback

- | | |
|--|--|
| ☐ High Tuition Revenues | ☐ High Grant Revenues |
| ☐ Operates at Low Cost | ☒ Productive Faculty |
| ☐ Opportunities to Increase Revenue | ☐ Low Enrollment |

Reviewer Names:

Cramb, Hennon, Horstmann, Hueffer, Kelley, Mueter

Dean Review

Program Name: Marine Policy - Master of Marine Policy

Academic Year 2025/2026

Dean Feedback

Overall feedback narrative:

The MMP degree, which several years ago was partly initiated by President Pitney, designed and led by Professor Keith Criddle and a cohort of faculty from CFOS and UAS, and has since been very successful in regard to enrollment, students pay full tuition and fees, etc. The program supports marine policy workforce development related to Alaska's aquatic resources. It is the only such program in Alaska, and certainly is warranted given the vast aquatic resources of the state. I concur that with continued growth will be the need for at least one more tenure track faculty in CFOS to help deliver the curriculum, which is conducted jointly with UAS. This is another great example of CFOS-UAS collaboration.

Recommendation to University-Wide Committee **No**

Vice Provost Review

Program Name: Marine Policy - Master of Marine Policy

Academic Year 2025/2026

Vice Provost Feedback

Overall feedback narrative:

The program made meaningful revisions to its SLOA in response to the 2023 mid-cycle review, including removing the former career readiness SLO and refining the HIPs section as requested. Because the program is still new and only seven students have completed the degree, there is limited student success data available for assessment; however, even a cursory early analysis would have provided a helpful baseline. The five SLOs are well constructed and supported by clear assessment procedures, but the program did not include the necessary rubrics, artifacts, tools, or data as supplementary documents. For the 2027 mid-cycle review, the program will be expected to provide direct evidence for each SLO assessment, demonstrate whether outcomes are being achieved, and offer a clearer narrative connecting curricular changes to the revised SLOA.

Early indicators show promising student success outcomes, with enrollment increasing over the last three years and the program filling a critical niche in Alaska's marine policy workforce. All seven graduates completed the degree efficiently and gained applied experience through internships, writing-intensive coursework, and capstone projects. The joint UAF-UAS delivery model strengthens the program through shared faculty and partnerships, though the small cohort size currently limits analysis of persistence, pass-rate trends, or equity gaps. Graduates appear to be employed in relevant fields, but formal data on career trajectories are not yet available. Continued enrollment growth may require additional faculty capacity to maintain program quality and meet demand.

The program identifies HIPs that clearly support its student learning outcomes, including capstone projects, internships, diversity and global learning, writing-intensive coursework, and communication-focused experiences. These practices are intentionally integrated throughout the curriculum and appear to be monitored effectively, even at this early stage of the program. As the program matures, it will be important to continue documenting how these HIPs are assessed and how they contribute to student learning outcomes, particularly as part of closing-the-loop expectations for future reviews.



Department Profile and Financial Data

Department Name: Fisheries

Last updated: 2025/2026

Department Profile and Financial Data

This section aligns with Board of Regents Policy 10.06 and supports systemwide consistency in academic program review. Responses are maintained across review cycles and may not need to be updated annually. Please review your previous answers and update only if necessary.

When answering the following questions, refer exclusively to the standardized Financial Data Template provided by UAF. Work with your data liaison to interpret the template accurately. Do not include any additional or alternative data — consistency across programs is essential. To maintain integrity and standardization across all of UAF it is very important that you do not provide any additional or alternative data from this template.

Confirmation of Review

Have you reviewed the information in this section and made any necessary updates? ☒ Yes

Financial Data Spreadsheet

☒ I have reviewed the Financial Template for updates and accuracy.

Cost Effectiveness

Please describe strategies such as instructional efficiency, shared resources, cross-listed courses, or other ways your department uses resources thoughtfully.

Response:

The Fisheries program maximizes instructional efficiency and resource use through extensive collaboration within the College of Fisheries and Ocean Sciences (CFOS) and across UAF. The department shares classrooms, laboratories, and instructional technology with Oceanography and Marine Biology, facilitating interdisciplinary teaching and efficient use of facilities. Numerous graduate courses are cross-listed across CFOS programs—such as Fisheries Oceanography, Modern Applied Statistics for Fisheries, Statistical Computing with R, Data Analysis in Community Ecology, Political Ecology, Aquatic Food Web Ecology, and Scientific Writing Techniques—allowing students from multiple disciplines to benefit from shared expertise. Many courses are also stacked at the undergraduate and graduate levels (e.g., FISH 411/611, 412/613, 426/626, 428/628, 433/633, 435/635, 425/625, 451/651, 476/676), promoting teaching efficiency and mentoring across academic levels. The program further shares staff and academic coordinators with other CFOS units, ensuring that limited resources are deployed strategically to support high-quality, interdisciplinary instruction and research training.

Associated Programs

Program Name	Degree Type
Fisheries	BA
Fisheries and Marine Sciences	BS
Fisheries	MS
Fisheries	PhD

Collaborator Name(s):

Franz Mueter

Collaborator Email(s):

fmueter@alaska.edu



Financial Data

Department Name: **Fisheries**

Academic Year 2025/2026

	FY2023	FY2024	FY2025	For Data Entry Staff	For Programs and Review Committees
Total Student Credit Hours (SCH)	1220	1481	1748	Provided in SCH tab in the student success data provided by PAIR.	
Service SCH	248	260	385	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	24.205	21.1	25.1625	FTE = Full-time equivalent employee. This field will auto-populate from the FTE Worksheet below.	
Total SCH per Department FTE	50.40	70.19	69.47		
Service SCH per Department FTE	10.25	12.32	15.30		
Majors in Programs	165	209	268	Sum for all programs from the Majors Total tab in the data provided by PAIR.	
Department FTE's	24.205	21.1	25.1625	This field will auto-populate from the FTE Worksheet below.	
Majors per Department FTE	6.82	9.91	10.65		

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	
Total Expenditures					

Tuition Revenue				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.	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)	
Other UA Receipts/Revenue				e.g. Performance and Sales Receipts, Space Rental Revenue, Indirect Cost Recovery (F1/F7); NOTE: COURSE FEES (9159) REPORTED ABOVE	
Total Revenue					

Workload Allocation	FY2023	FY2024	FY2025	
Teaching Units	159.67	172.75	193	Department faculty's workload units assigned to teaching
Service Units	51.5	44.75	45.55	Department faculty's workload units assigned to service
Research Units	141.83	138.5	128.75	Department faculty's workload units assigned to research

Full-Time Equivalent Worksheet*	FY2023	FY2024	FY2025	
Faculty FTEs	10.35	9.1	9.35	Base assumption: 12-month full-time = 1.0 FTE. 9-month = 0.75 FTE. Split appointments are multiplied by the % of effort assigned to this department. Part-time are multiplied by the % of effort assigned. F9 faculty on sabbatical count as 67% of one 9-month 0.75 FTE (or 0.50 FTE).
Adjunct FTEs				Base assumption: 40 units/credits = 1.0 FTE. Total # of credits taught by adjuncts in a year divided by 40 = the FTE of adjuncts in that year.
Staff FTEs	8.23	7.125	10.1875	Base assumption: 12-month full-time = 1.0 FTE. 9-month = 0.75 FTE. Split appointments are multiplied by the % of effort assigned to this department. Part-time are multiplied by the % of effort.
Graduate TA/RA FTEs	5.625	4.875	5.625	Base assumption: 40 hours/week for 12 months = 1.0 FTE. 9-month = 0.75 FTE.
Total Department FTEs	24.205	21.1	25.1625	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)

Information last updated by: luke canady

Date: october the 3rd in the year 2025 (DKQ - 2025.10.16)