



Program Assessment Report (PAR)

Public Administration (PADM) Masters Degree

REPORT PREPARED by: Warshawsky, Daniel N

ACADEMIC YEAR COVERED BY THIS REPORT: 2021-2022

I. PROGRAM LEARNING OUTCOMES

The MPA program has been externally accredited by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) since 2002. As part of accreditation, NASPAA requires a rigorous process for assessment of student learning outcomes. MPA student learning outcomes are derived from five programmatic competency domains relevant to public service. Specifically, MPA graduates will be able to:

- Competency 1: Lead and Manage in the Public Interest
- Competency 2: Participate in and Contribute to the Policy Process
- Competency 3: Analyze, Synthesize, Think Critically, Solve Problems, and Make Evidence-Informed Decisions in a Complex and Dynamic Environment
- Competency 4: Articulate, Apply, and Advance a Public Service Perspective
- Competency 5: Communicate and Interact Productively and in Culturally Responsive Ways with a Diverse and Changing Workforce and Society at Large

Specific learning outcomes in line with the broader five NASPAA competencies:

- Learning Outcome 1: Students will be able to describe relationships between elected and appointed officials and governing boards after completing this program
- Learning Outcome 2: Students will be able to recognize the benefits and challenges relevant to managing information, networks, and partnerships between public, private and/or nonprofit organizations after completing this program
- Learning Outcome 3: Students will be able to understand how strategic planning and program evaluation are used as tools to lead and manage organizations that serve a diverse citizenry after completing this program
- Learning Outcome 4: Students will be able to facilitate the strategic planning process and the development of a program evaluation plan after completing this program
- Learning Outcome 5: Students will be able to develop and demonstrate awareness of key institutional, political, and cultural factors that may influence decisions and behaviors in public service organizations after completing this program
- Learning Outcome 6: Students will be able to understand the evolution of organization design and management theory and practice over time, and their respective effective effects on organizational behavior after completing this program
- Learning Outcome 7: Students will be

able to demonstrate understanding of employment laws relevant to contemporary public service after completing this program

Competency 2: Participate in and Contribute to the Policy Process

- Learning Outcome 1: Students will be able to identify the institutional, legal and political fundamentals that frame the policy process after completing this program
- Learning Outcome 2: Students will be able to demonstrate the value of assessment and program evaluation planning in the policy process after completing this program
- Learning Outcome 3: Students will be able to analyze contemporary HRM issues from a variety of perspectives after completing this program

Competency 3: Analyze, Synthesize, Think Critically, Solve Problems, and Make Evidence-Informed Decisions in a Complex and Dynamic Environment

- Learning Outcome 1: Students will be able to conduct a stakeholder analysis after completing this program
- Learning Outcome 2: Students will be able to conduct a SWOC analysis after completing this program
- Learning Outcome 3: Students will be able to distinguish between outputs and outcomes of policy/program decisions after completing this program
- Learning Outcome 4: Students will be able to critically assess the relevance and value of various theoretical perspectives to contemporary public/nonprofit management behaviors, decisions, and approaches to solving problems after completing this program
- Learning Outcome 5: Students will be able to apply various theoretical constraints to analyze and offer prescriptions for solving problems in contemporary organizational life after completing this program

Competency 4: Articulate, Apply, and Advance a Public Service Perspective

- Learning Outcome 1: Students will be able to demonstrate understanding of public service values relevant to designing and managing public or nonprofit organizations after completing this program

Competency 5: Communicate and Interact Productively and in Culturally Responsive Ways with a Diverse and Changing Workforce and Society at Large

- Learning Outcome 1: Students will be able to prepare clear, concise, and well-organized written materials after completing this program

II. PROCEDURES USED FOR ASSESSMENT

A. Direct Assessment

The MPA program has been externally accredited by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) since 2002. As part of accreditation, NASPAA requires a rigorous process for assessment of student learning outcomes. MPA student learning outcomes are derived from five programmatic competency domains relevant to public service. Specifically, MPA graduates will be able to:

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One of the five program competency domains identified above is assessed each year in a five-year period. Direct measures and a rubric using operationalized definitions are used by faculty to evaluate the extent to which desired learning outcomes for each core MPA course are achieved. For the 2021-2022 academic year, direct assessment of

student learning outcomes is listed below by term and by competency fulfilled. The percentage of above average or excellent proficiency is listed for each relevant course. The benchmark for excellent and above average proficiency is 70% and each competency has met this standard. The details of these direct assessments of learning objectives in each course are in subsequent attachments submitted with this program review. Scoring of 2021-2022 Direct Assessment of Learning Outcomes Competencies with Direct Assessment in the Fall 2021 Semester -Competency 1: Lead and Manage in the Public Interest -Competency 2: Participate in and Contribute to the Policy Process Competencies with Direct Assessment in the Spring 2022 Semester -Competency 3: Analyze, Synthesize, Think Critically, Solve Problems, and Make Evidence-Informed Decisions in a Complex and Dynamic Environment -Competency 4: Articulate, Apply, and Advance a Public Service Perspective -Competency 5: Communicate and Interact Productively and in Culturally Responsive Ways with a Diverse and Changing Workforce and Society at Large Courses with Direct Assessment in the Fall 2021 Semester -URS 7000 and URS 7030 Courses with Direct Assessment in the Spring 2022 Semester -URS 7040 and URS 7070 Measures Used for Direct Assessment in 2021-2022 Academic Year Faculty review specific assignments using rubrics Term Course Competency N % Above Avg. or Excellent Proficiency Learning Outcome Term Course Scoring Mechanism Assignments used for Assessment Lessons Learned/Changes Needed Fall 2021 URS 7000 1 13 92.9% Describe relationships between elected and appointed officials and governing boards Fall 2021 URS 7000 Faculty Designed Rubric Case Study Analysis, Final Project, and Quizzes Introduce more guest speakers from the community to reinforce connection for students Fall 2021 URS 7000 1 13 88.0% Recognize the benefits and challenges relevant to managing information, networks, and partnerships between public, private and/or nonprofit organizations Fall 2021 URS 7000 Faculty Designed Rubric Case Study Analysis, Final Project, and Quizzes Introduce an in-class exercise analyzing networks involved in service delivery Fall 2021 URS 7000 2 14 90.4% Identify the institutional, legal and political fundamentals that frame the policy process Fall 2021 URS 7000 Faculty Designed Rubric Case Study Analysis, Final Project, and Quizzes Provide more real-world context for students in class to understand these critical contextual factors and processes Fall 2021 URS 7030 1 17 88.8% Develop and demonstrate awareness of key institutional, political, and cultural factors that may influence decisions and behaviors in public service organizations Fall 2021 URS 7030 Faculty Designed Rubric Faculty Designed Rubric, Article Review, Critiques, Analytic Essay and Final Exam None required Fall 2021 URS 7030 1 17 87.3% Understand the evolution of organization design and management theory and practice over time, and their respective effects on organizational behavior Fall 2021 URS 7030 Faculty Designed Rubric Pilot Quizzes None required; comprehension improves as semester progresses Spring 2022 URS 7040 3 9 91.8% Analyze contemporary HRM issues from a variety of perspectives Spring 2022 URS 7040 Faculty Designed Rubric Final Research Project None required Spring 2022 URS 7040 4 9 92.0% Apply concepts that demonstrate development of cultural competence and affirming difference when managing and serving people Spring 2022 URS 7040 Faculty Designed Rubric Pilot Quizzes None required Spring 2022 URS 7040 5 9 92.0% Prepare clear, concise, and well organized written materials tailored to specific audiences Spring 2022 URS 7040 Faculty Designed Rubric Final Research Project None required Spring 2022 URS 7070 3 10 89.0% Analyze, synthesize, think critically, solve problems, and make evidence-informed decisions in a complex and dynamic environment Spring 2022 URS

7070 Faculty Designed Rubric Team Capstone Written Report None required Spring 2022 URS 7070 4 10 95.0% Articulate, apply, and advance a public service perspective Spring 2022 URS 7070 Faculty Designed Rubric Team Capstone Written Report None required Spring 2022 URS 7070 5 10 95.0% Communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large Spring 2022 URS 7070 Faculty Designed Rubric Team Capstone Written Report and In-Class Presentation None required

B. Scoring of Student Work

The MPA program has been externally accredited by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) since 2002. As part of accreditation, NASPAA requires a rigorous process for assessment of student learning outcomes. MPA student learning outcomes are derived from five programmatic competency domains relevant to public service. Specifically, MPA graduates will be able to:

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Scoring of 2021-2022 Direct Assessment of Learning Outcomes Competencies with Direct Assessment in the Fall 2021 Semester

- Competency 1: Lead and Manage in the Public Interest
- Competency 2: Participate in and Contribute to the Policy Process

Competencies with Direct Assessment in the Spring 2022 Semester

- Competency 3: Analyze, Synthesize, Think Critically, Solve Problems, and Make Evidence-Informed Decisions in a Complex and Dynamic Environment
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Courses with Direct Assessment in the Fall 2021 Semester -URS 7000 and URS 7030

Courses with Direct Assessment in the Spring 2022 Semester -URS 7040 and URS 7070

Measures Used for Direct Assessment in 2021-2022 Academic Year Faculty review specific assignments using rubrics

Term	Course	Competency	N	% Above Avg. or Excellent Proficiency	Learning Outcome	Term	Course	Scoring Mechanism			
Assignments used for Assessment	Lessons Learned/Changes Needed	Fall 2021	URS 7000	1	13	92.9%	Describe relationships between elected and appointed officials and governing boards	Fall 2021	URS 7000	Faculty Designed Rubric	Case Study

Analysis, Final Project, and Quizzes Introduce more guest speakers from the community to reinforce connection for students Fall 2021 URS 7000 1 13 88.0% Recognize the benefits and challenges relevant to managing information, networks, and partnerships between public, private and/or nonprofit organizations Fall 2021 URS 7000 Faculty Designed Rubric Case Study Analysis, Final Project, and Quizzes Introduce an in-class exercise analyzing networks involved in service delivery Fall 2021 URS 7000 2 14 90.4% Identify the institutional, legal and political fundamentals that frame the policy process Fall 2021 URS 7000 Faculty Designed Rubric Case Study Analysis, Final Project, and Quizzes Provide more real-world context for students in class to understand these critical contextual factors and processes Fall 2021 URS 7030 1 17 88.8% Develop and demonstrate awareness of key institutional, political, and cultural factors that may influence decisions and behaviors in public service organizations Fall 2021 URS 7030 Faculty Designed Rubric Faculty Designed Rubric, Article Review, Critiques, Analytic Essay and Final Exam None required Fall 2021 URS 7030 1 17 87.3% Understand the evolution of organization design and management theory and practice over time, and their respective effects on organizational behavior Fall 2021 URS 7030 Faculty Designed Rubric Pilot Quizzes None required; comprehension improves as semester progresses Spring 2022 URS 7040 3 9 91.8% Analyze contemporary HRM issues from a variety of perspectives Spring 2022 URS 7040 Faculty Designed Rubric Final Research Project None required Spring 2022 URS 7040 4 9 92.0% Apply concepts that demonstrate development of cultural competence and affirming difference when managing and serving people Spring 2022 URS 7040 Faculty Designed Rubric Pilot Quizzes None required Spring 2022 URS 7040 5 9 92.0% Prepare clear, concise, and well organized written materials tailored to specific audiences Spring 2022 URS 7040 Faculty Designed Rubric Final Research Project None required Spring 2022 URS 7070 3 10 89.0% Analyze, synthesize, think critically, solve problems, and make evidence-informed decisions in a complex and dynamic environment Spring 2022 URS 7070 Faculty Designed Rubric Team Capstone Written Report None required Spring 2022 URS 7070 4 10 95.0% Articulate, apply, and advance a public service perspective Spring 2022 URS 7070 Faculty Designed Rubric Team Capstone Written Report None required Spring 2022 URS 7070 5 10 95.0% Communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large Spring 2022 URS 7070 Faculty Designed Rubric Team Capstone Written Report and In-Class Presentation None required

C. Indirect Assessment

For the 2021-2022 academic year, indirect assessment of student learning outcomes is listed below by course and term. Students enrolled in each of the core courses in the MPA program completed a survey at the end of the course. The survey was administered by the faculty course instructor through Qualtrics. These courses include URS 7000, 7010, 7020, 7030, 7040, 7050, 7060, and 7070. The MPA learning objective survey is scaled from one to four, with Strongly Agree 1, Somewhat Agree 2, Somewhat Disagree 3, Strongly Disagree 4. The benchmark is to be at 1 or 2 out of 4. Most courses met this goal, with the exception of URS 7020. Internal assessment of URS 7020 is being conducted to

ascertain why its scores are not satisfactory. The fourteen questions are the following: 1. This course helped me understand the complex environments that shape public service. 2. At this point in my MPA program, I am able to verbally convey ideas and information to diverse audiences 3. This course helped me recognize the importance of identifying stakeholders and engaging them in problem-solving processes. 4. At this point in my MPA program, I am able to recognize ethical issues and work towards resolving them. 5. This course helped me apply the concepts of efficiency, efficacy, and equity to public service issues. 6. At this point in my MPA program, I am able to identify appropriate analytical techniques and use to inform decision making. 7. This course helped me to prepare clear and concise written ideas and information appropriate for diverse audiences. 8. At this point in my MPA program, I am able to identify stakeholders and engage them in problem-solving processes. 9. This course helped me to understand how to prepare verbal presentations appropriate for diverse audiences. 10. At this point in my MPA program, I am able to consider equity, economy, efficiency, and efficacy when making decisions or solving problems. 11. This course helped me understand the need for appropriate data and analytical techniques to inform decision making. 12. At this point in my MPA program, I am able to use my knowledge of institutions and politics to inform decision making and solve problems. 13. This course increased my understanding and awareness of ethical issues and practices in public service. 14. At this point in my MPA program, I am able to clearly and logically convey information or ideas in a format appropriate for diverse audiences. Please see attachment for more detail on the specific courses where students demonstrated the outcomes.

III. ASSESSMENT RESULTS/INFORMATION:

Part I Direct Assessment Results for 2021-2022 year (semester, course name, competency assessed, number of students in course, assessment proficiency level, learning outcome, scoring mechanism, lessons learned/changes needed) Fall 2021 URS 7000 1 13 92.9% Describe relationships between elected and appointed officials and governing boards Fall 2021 URS 7000 Faculty Designed Rubric Case Study Analysis, Final Project, and Quizzes Introduce more guest speakers from the community to reinforce connection for students Fall 2021 URS 7000 1 13 88.0% Recognize the benefits and challenges relevant to managing information, networks, and partnerships between public, private and/or nonprofit organizations Fall 2021 URS 7000 Faculty Designed Rubric Case Study Analysis, Final Project, and Quizzes Introduce an in-class exercise analyzing networks involved in service delivery Fall 2021 URS 7000 2 14 90.4% Identify the institutional, legal and political fundamentals that frame the policy process Fall 2021 URS 7000 Faculty Designed Rubric Case Study Analysis, Final Project, and Quizzes Provide more real-world context for students in class to understand these critical contextual factors and processes Fall 2021 URS 7030 1 17 88.8% Develop and demonstrate awareness of key institutional, political, and cultural factors that may influence decisions and behaviors in public service organizations Fall 2021 URS 7030 Faculty Designed Rubric Faculty Designed Rubric, Article Review, Critiques, Analytic Essay and Final Exam None required Fall 2021 URS 7030 1 17 87.3% Understand the evolution of organization design and management theory and practice over time, and their respective effects on

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course increased my understanding and awareness of ethical issues and practices in public service. 1.20 1.67 4.00 1.30 1.00 2.11 1.29 1.30 NA NA 14. At this point in my MPA program, I am able to clearly and logically convey information or ideas in a format appropriate for diverse audiences. 1.10 2.33 1.00 1.30 1.00 1.67 1.29 1.10 NA NA

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Part I Direct Assessment Results for 2019-2020 year For the 2019-2020 academic year, direct assessment of student learning outcomes is listed by term and by competency fulfilled. The percentage of above average or excellent proficiency is listed for each relevant course. The benchmark for excellent and above average proficiency is 70% and each competency has met this standard. The details of these direct assessment of learning objectives in each course are in subsequent attachments submitted with this program review. There are small lessons learned/changes to made as specified in some of the direct course assessments. These changes will be made as necessary. Part II Indirect Assessment of Learning Outcomes For the 2019-2020 academic year, indirect assessment of student learning outcomes is listed by course and term. Students enrolled in each of the core courses in the MPA program completed a survey at the end of the course. The survey was administered by the faculty course instructor through Qualtrics. These courses include URS 7000, 7010, 7020, 7030, 7040, 7050, 7060, 7070, 7080, and 7090. The MPA learning objective survey is scaled from one to four, with Strongly Agree 1, Somewhat Agree 2, Somewhat Disagree 3, Strongly Disagree 4. The benchmark is to be at 1 or 2 out of 4. Most courses met this goal, with the exception of URS 7020. Internal assessment of URS 7020 is being conducted to ascertain why its scores are not satisfactory.

IV. ACTIONS TO IMPROVE STUDENT LEARNING

Both direct and indirect measures of student outcomes were administered virtually through Qualtrics. This worked well as this allows for the delivery, storage, and analysis of learning outcome data to be improved; however, the percentage of respondents per each survey in each course is low and needs to be improved. To improve upon the completion rate of these surveys, each faculty member has utilized Pilot more efficiently to reach students. In addition, the MPA director has lengthened the time allowed for students to complete the course surveys, with multiple email reminders. The results of direct and indirect measures of student outcomes is shared with the MPA core faculty and MPA advisory board (comprised of 8 important community leaders and alumni) in the Fall and Spring advisory board meetings. The most recent meetings were in the Spring 2021 and Fall 2022 semesters where we discussed these survey results. The minutes for this MPA advisory board meeting are attached to this report. Moreover, as discussed in the MPA advisory board meetings, the core MPA faculty regularly discuss the MPA curriculum to ensure that it meets the national accreditation competencies, needs of local employers and the community, and the rigor and mission of the program, department, and university more broadly.

V. SUPPORTING DOCUMENTS

Additional documentation, when provided, is stored in the internal Academic Program Assessment of Student Learning SharePoint site.