Program Assessment Report (PAR)

Public Administration (PADM) Masters Degree

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ACADEMIC YEAR COVERED BY THIS REPORT: [AcademicYear]

I. PROGRAM LEARNING OUTCOMES

Learning Outcomes Tied to the Nationally Accredited NASPAA Competencies 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 Public Governance •Competency 2 Participate in and Contribute to the Policy Process •Competency 3 Analyze, Synthesize, Think Critically, Solve Problems and Make Decisions •Competency 4 Articulate and Apply a Public Service Perspective •Competency 5 Communicate and Interact Productively with a Diverse and Changing Workforce and Citizenry Specific learning outcomes in line with the broader five NASPAA competencies Competency 1 Lead and Manage in Public Governance •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 Decisions •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 and Apply 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 with a Diverse and Changing Workforce and Citizenry. •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

Direct Assessment of Learning Outcomes Tied to the Nationally Accredited NASPAA Competencies 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 Public Governance •Competency 2 Participate in and Contribute to the Policy Process •Competency 3 Analyze, Synthesize, Think Critically, Solve Problems and Make Decisions •Competency 4 Articulate and Apply a Public Service Perspective •Competency 5 Communicate and Interact Productively with a Diverse and Changing Workforce and Citizenry. 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 2019-2020 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 assessment of learning objectives in each course are in subsequent attachments submitted with this program review. Scoring of 2019-2020 Direct Assessment of Learning Outcomes Competencies with Direct Assessment in the Fall 2019 Semester -Competency 1 Lead and Manage in Public Governance -Competency 2 Participate in and Contribute to the Policy Process Competencies with Direct Assessment in the Spring 2020 Semester -Competency 3 Analyze, Synthesize, Think Critically, Solve Problems and Make Decisions -Competency 4 Articulate and Apply a Public Service Perspective -Competency 5 Communicate and Interact Productively with a Diverse and Changing Workforce and Citizenry Courses with Direct Assessment in the Fall 2019 Semester -URS 7000, URS 7010 Courses with Direct Assessment in the Spring 2020 Semester -URS 7030, 7040, and URS 7070 Measures Used for Direct Assessment in 2019-2020 Academic Year -Faculty review specific assignments using rubrics Please see attachment for more detail on where and when data were collected, how they were evaluated, and the specific courses where students demonstrated the outcomes. In what is described below, each student's submitted work was used for the various scoring mechanims below (the class sizes are under 20 students). Direct Assessment of Courses in the 2019-2020 Academic Year Fall 2019 Semester, URS 7000 Course, Competency 1 Assessment, Number of Students 12 Learning Outcome Describe relationships between elected and appointed officials and governing boards Scoring Mechanism Faculty Designed Rubric, Case Study Analysis, Final Project, and Quizzes Fall 2019 Semester, URS 7000 Course, Competency 1 Assessment, Number of Students 12 Learning Outcome Recognize the benefits and challenges relevant to managing information, networks, and partnerships between public, private and/or nonprofit organizations Scoring Mechanism Faculty Designed Rubric, Case Study Analysis, Final Project, and Quizzes Fall 2019 Semester, URS 7000 Course, Competency 2 Assessment, Number of Students 12 Learning Outcome Identify the institutional, legal and political fundamentals that frame the policy process Scoring Mechanism Faculty Designed Rubric, Case Study Analysis, Final Project, and Quizzes Fall 2019 Semester, URS 7010 Course, Competency 1 Assessed, Number of Students 20 Learning Outcome Understand political and governmental context of budgeting Scoring Mechanism Faculty Designed Rubric, Reflection Report Fall 2019 Semester, URS 7010 Course, Competency 2 Assessed, Number of Students 20 Learning Outcome Understand the various ways in which budgeting affects policy process. Scoring Mechanism Faculty Designed Rubric, Case Analyses Spring 2020 Semester, URS 7030 Course, Competency 1 Assessed, Number of Students 12 Learning Outcomes Develop and demonstrate awareness of key institutional, political, and cultural factors that may influence decisions and behaviors in public service organizations Scoring Mechanism Faculty Designed Rubric, Analytic Essay and Final Exam Spring 2020 Semester, URS 7030 Course, Competency 1 Assessed, 12 Students Learning Outcome Understand the evolution of organization design and management theory and practice over time, and their respective effects on organizational behavior Scoring Mechanism Faculty Designed Rubric, Pilot Quizzes Spring 2020 Semester, URS 7030 Course, Competency 3 Assessed, 12 Students Learning Outcome Critically assess the relevance and value of various theoretical perspectives to contemporary public/nonprofit management behaviors, decisions, and approaches to solving problems Scoring Mechanism Faculty Designed Rubric, Analytic Essay and Final Exam Spring 2020 Semester, URS 7030 Course, Competency 3 Assessed, 12 Students Learning Outcome Apply various theoretical constructs to analyze and

offer prescriptions for solving problems in contemporary organizational life Scoring Mechanism Faculty Designed Rubric, Final Exam Spring 2020 Semester, URS 7030 Course, Competency 5 Assessed, 23 Students Learning Outcome Prepare clear, concise, and well-organized written materials Scoring Mechanism Faculty Designed Rubric, Analytic Essay and Final Exam Spring 2020 Semester, URS 7040 Course, Competency 3 Assessed, 23 Students Learning Outcome Analyze contemporary HRM issues from a variety of perspectives Scoring Mechanism Faculty Designed Rubric, Final Research Project Spring 2020 Semester, URS 7040 Course, Competency 4 Assessed, 23 Students Learning Outcome Apply concepts that demonstrate development of cultural competence and affirming difference when managing and serving people Scoring Mechanism Faculty Designed Rubric, Pilot Quizzes Spring 2020 Semester, URS 7040 Course, Competency 5 Assessed, 23 Students Learning Outcome Prepare clear, concise, and well-organized written materials tailored to specific audiences Scoring Mechanism Faculty Designed Rubric, Final Research Project Spring 2020 Semester, URS 7070 Course, Competency 4 Assessed, 10 Students Learning Outcome Construct and utilize appropriate tools of citizen participation and engagement Scoring Mechanism Faculty Designed Rubric, Team Capstone Written Report Spring 2020 Semester, URS 7070 Course, Competency 3 Assessed, 10 Students Learning Outcome Apply sound methodology in the collection and analysis of data Scoring Mechanism Faculty Designed Rubric, Team Capstone Written Report Spring 2020 Semester, URS 7070 Course, Competency 3 Assessed, 10 Students Learning Outcome Identify and evaluate relevant concerns not measured in the data collection Scoring Mechanism Faculty Designed Rubric, Team Capstone Written Report. Spring 2020 Semester, URS 7070 Course, Competency 4 Assessed, 10 Students Learning Outcome Exercise ethical responsibility in the conduct of research Scoring Mechanism Faculty Designed Rubric, Team Capstone Written Report Spring 2020 Semester, URS 7070 Course, Competency 5 Assessed, 10 Students Learning Outcome Communicate effectively in writing, with well-presented written materials tailored to diverse audiences Scoring Mechanism Faculty Designed Rubric, Team Capstone Written Report and In-Class Presentation

B. Scoring of Student Work

Direct Assessment of Learning Outcomes Tied to the Nationally Accredited NASPAA Competencies 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. 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 2019-2020 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 assessment of learning objectives in each course are in subsequent

attachments submitted with this program review. Scoring of 2019-2020 Direct Assessment of Learning Outcomes Competencies with Direct Assessment in the Fall 2019 Semester -Competency 1 Lead and Manage in Public Governance -Competency 2 Participate in and Contribute to the Policy Process Competencies with Direct Assessment in the Spring 2020 Semester -Competency 3 Analyze, Synthesize, Think Critically, Solve Problems and Make Decisions -Competency 4 Articulate and Apply a Public Service Perspective -Competency 5 Communicate and Interact Productively with a Diverse and Changing Workforce and Citizenry Courses with Direct Assessment in the Fall 2019 Semester -URS 7000, URS 7010 Courses with Direct Assessment in the Spring 2020 Semester -URS 7030, 7040, and URS 7070 Measures Used for Direct Assessment in 2019-2020 Academic Year -Faculty review specific assignments using rubrics Please see attachment for more detail on where and when data were collected, how they were evaluated, and the specific courses where students demonstrated the outcomes. In what is described below, each student's submitted work was used for the various scoring mechanims below (the class sizes are under 20 students). Direct Assessment of Courses in the 2019-2020 Academic Year Fall 2019 Semester, URS 7000 Course, Competency 1 Assessment, Number of Students 12 Learning Outcome Describe relationships between elected and appointed officials and governing boards Scoring Mechanism Faculty Designed Rubric, Case Study Analysis, Final Project, and Quizzes Fall 2019 Semester, URS 7000 Course, Competency 1 Assessment, Number of Students 12 Learning Outcome Recognize the benefits and challenges relevant to managing information, networks, and partnerships between public, private and/or nonprofit organizations Scoring Mechanism Faculty Designed Rubric, Case Study Analysis, Final Project, and Quizzes Fall 2019 Semester, URS 7000 Course, Competency 2 Assessment, Number of Students 12 Learning Outcome Identify the institutional, legal and political fundamentals that frame the policy process Scoring Mechanism Faculty Designed Rubric, Case Study Analysis, Final Project, and Quizzes Fall 2019 Semester, URS 7010 Course, Competency 1 Assessed, Number of Students 20 Learning Outcome Understand political and governmental context of budgeting Scoring Mechanism Faculty Designed Rubric, Reflection Report Fall 2019 Semester, URS 7010 Course, Competency 2 Assessed, Number of Students 20 Learning Outcomes Understand the various ways in which budgeting affects policy process. Scoring Mechanism Faculty Designed Rubric, Case Analyses Spring 2020 Semester, URS 7030 Course, Competency 1 Assessed, Number of Students 12 Learning Outcomes Develop and demonstrate awareness of key institutional, political, and cultural factors that may influence decisions and behaviors in public service organizations Scoring Mechanism Faculty Designed Rubric, Analytic Essay and Final Exam Spring 2020 Semester, URS 7030 Course, Competency 1 Assessed, 12 Students Learning Outcome Understand the evolution of organization design and management theory and practice over time, and their respective effects on organizational behavior Scoring Mechanism Faculty Designed Rubric, Pilot Quizzes Spring 2020 Semester, URS 7030 Course, Competency 3 Assessed, 12 Students Learning Outcome Critically assess the relevance and value of various theoretical perspectives to contemporary public/nonprofit management behaviors, decisions, and approaches to solving problems Scoring Mechanism Faculty Designed Rubric, Analytic Essay and Final Exam Spring 2020 Semester, URS 7030 Course, Competency 3 Assessed, 12 Students Learning Outcome Apply various theoretical constructs to analyze and offer prescriptions for solving problems in contemporary organizational life Scoring Mechanism Faculty Designed Rubric, Final Exam Spring 2020 Semester, URS 7030 Course, Competency 5 Assessed, 23 Students Learning Outcome Prepare clear,

concise, and well-organized written materials Scoring Mechanism Faculty Designed Rubric, Analytic Essay and Final Exam Spring 2020 Semester, URS 7040 Course, Competency 3 Assessed, 23 Students Learning Outcome Analyze contemporary HRM issues from a variety of perspectives Scoring Mechanism Faculty Designed Rubric, Final Research Project Spring 2020 Semester, URS 7040 Course, Competency 4 Assessed, 23 Students Learning Outcome Apply concepts that demonstrate development of cultural competence and affirming difference when managing and serving people Scoring Mechanism Faculty Designed Rubric, Pilot Quizzes Spring 2020 Semester, URS 7040 Course, Competency 5 Assessed, 23 Students Learning Outcome Prepare clear, concise, and well-organized written materials tailored to specific audiences Scoring Mechanism Faculty Designed Rubric, Final Research Project Spring 2020 Semester, URS 7070 Course, Competency 4 Assessed, 10 Students Learning Outcome Construct and utilize appropriate tools of citizen participation and engagement Scoring Mechanism Faculty Designed Rubric, Team Capstone Written Report Spring 2020 Semester, URS 7070 Course, Competency 3 Assessed, 10 Students Learning Outcome Apply sound methodology in the collection and analysis of data Scoring Mechanism Faculty Designed Rubric, Team Capstone Written Report Spring 2020 Semester, URS 7070 Course, Competency 3 Assessed, 10 Students Learning Outcome Identify and evaluate relevant concerns not measured in the data collection Scoring Mechanism Faculty Designed Rubric, Team Capstone Written Report. Spring 2020 Semester, URS 7070 Course, Competency 4 Assessed, 10 Students Learning Outcome Exercise ethical responsibility in the conduct of research Scoring Mechanism Faculty Designed Rubric, Team Capstone Written Report Spring 2020 Semester, URS 7070 Course, Competency 5 Assessed, 10 Students Learning Outcome Communicate effectively in writing, with well-presented written materials tailored to diverse audiences Scoring Mechanism Faculty Designed Rubric, Team Capstone Written Report and In-Class Presentation

C. Indirect Assessment

Indirect Assessment of Learning Outcomes Indirect assessment of the MPA program is conducted each year. To accomplish this task, students enrolled in each of the core courses in the MPA program complete a survey at the end of the course. The survey is 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 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 2019-2020 year (semester, course name, competency assessed, number of students in course, assessment proficiency level, learning outcome, scoring mechanism, lessons learned/changes needed) Fall 2019 Semester, URS 7000 Course, Competency 1 Assessment, Number of Students 12 Assessment % Above Avg. or Excellent Proficiency 88.90% Learning Outcome Describe relationships between elected and appointed officials and governing boards Scoring Mechanism Faculty Designed Rubric, Case Study Analysis, Final Project, and Quizzes Lessons Learned/Changes Needed Introduce more guest speakers from the community to reinforce connection for students Fall 2019 Semester, URS 7000 Course, Competency 1 Assessment, Number of Students 12 Assessment % Above Avg. or Excellent Proficiency 83.30% Learning Outcome Recognize the benefits and challenges relevant to managing information, networks, and partnerships between public, private and/or nonprofit organizations Scoring Mechanism Faculty Designed Rubric, Case Study Analysis, Final Project, and Quizzes Lessons Learned/Changes Needed Introduce an in-class exercise analyzing networks involved in service delivery Fall 2019 Semester, URS 7000 Course, Competency 2 Assessment, Number of Students 12 Assessment % Above Avg. or Excellent Proficiency 89.90% Learning Outcome Identify the institutional, legal and political fundamentals that frame the policy process Scoring Mechanism Faculty Designed Rubric, Case Study Analysis, Final Project, and Quizzes Lessons Learned/Changes Needed Provide more real-world context for students in class to understand these critical contextual factors and processes Fall 2019 Semester, URS 7010 Course, Competency 1 Assessed, Number of Students 20 Assessment % Above Avg. or Excellent Proficiency 75.00% Learning Outcome Understand political and governmental context of budgeting Scoring Mechanism Faculty Designed Rubric, Reflection Report Lessons Learned/Changes Needed Measure has become more focused and specific. The competency is based on student reflection in relation to what they have learned in the course as well as their experience. Fall 2019 Semester, URS 7010 Course, Competency 2 Assessed, Number of Students 20 Assessment % Above Avg. or Excellent Proficiency 80.00% Learning Outcomes Understand the various ways in which budgeting affects policy process. Scoring Mechanism Faculty Designed Rubric, Case Analyses Lessons Learned/Changes Needed The instrument is the continuation from the old form, except that it has

retained only one measure to account for the content of the two cases used in this semester. This allowed a more direct assessment of the competency. Spring 2020 Semester, URS 7030 Course, Competency 1 Assessed, Number of Students 12 Assessment % Above Avg. or Excellent Proficiency 92.00% Learning Outcomes Develop and demonstrate awareness of key institutional, political, and cultural factors that may influence decisions and behaviors in public service organizations Scoring Mechanism Faculty Designed Rubric, Analytic Essay and Final Exam Lessons Learned/Changes Needed None required Spring 2020 Semester, URS 7030 Course, Competency 1 Assessed, 12 Students Assessment % Above Avg. or Excellent Proficiency 78.00% Learning Outcome Understand the evolution of organization design and management theory and practice over time, and their respective effects on organizational behavior Scoring Mechanism Faculty Designed Rubric, Pilot Quizzes Lessons Learned/Changes Needed None required; comprehension improves as semester progresses Spring 2020 Semester, URS 7030 Course, Competency 3 Assessed, 12 Students Assessment % Above Avg. or Excellent Proficiency 95.00% Learning Outcome Critically assess the relevance and value of various theoretical perspectives to contemporary public/nonprofit management behaviors, decisions, and approaches to solving problems Scoring Mechanism Faculty Designed Rubric, Analytic Essay and Final Exam Lessons Learned/Changes Needed None required Spring 2020 Semester, URS 7030 Course, Competency 3 Assessed, 12 Students Assessment % Above Avg. or Excellent Proficiency 95.00% Learning Outcome Apply various theoretical constructs to analyze and offer prescriptions for solving problems in contemporary organizational life Scoring Mechanism Faculty Designed Rubric, Final Exam Lessons Learned/Changes Needed None required Spring 2020 Semester, URS 7030 Course, Competency 5 Assessed, 23 Students Assessment % Above Avg. or Excellent Proficiency 92.00% Learning Outcome Prepare clear, concise, and well-organized written materials Scoring Mechanism Faculty Designed Rubric, Analytic Essay and Final Exam Lessons Learned/Changes Needed None required Spring 2020 Semester, URS 7040 Course, Competency 3 Assessed, 23 Students Assessment % Above Avg. or Excellent Proficiency 95.60% Learning Outcome Analyze contemporary HRM issues from a variety of perspectives Scoring Mechanism Faculty Designed Rubric, Final Research Project Lessons Learned/Changes Needed None required Spring 2020 Semester, URS 7040 Course, Competency 4 Assessed, 23 Students Assessment % Above Avg. or Excellent Proficiency 97.80% Learning Outcome Apply concepts that demonstrate development of cultural competence and affirming difference when managing and serving people Scoring Mechanism Faculty Designed Rubric, Pilot Quizzes Lessons Learned/Changes Needed None required Spring 2020 Semester, URS 7040 Course, Competency 5 Assessed, 23 Students Assessment % Above Avg. or Excellent Proficiency 91.30% Learning Outcome Prepare clear, concise, and well-organized written materials tailored to specific audiences Scoring Mechanism Faculty Designed Rubric, Final Research Project Lessons Learned/Changes Needed None required Spring 2020 Semester, URS 7070 Course, Competency 4 Assessed, 10 Students Assessment % Above Avg. or Excellent Proficiency 40.00% Learning Outcome Construct and utilize appropriate tools of citizen participation and engagement Scoring Mechanism Faculty Designed Rubric, Team Capstone Written Report Lessons Learned/Changes Needed Citizen engagement needs greater emphasis. Most students do not explore "deep" or interactive modes of citizen participation, even though this was stressed in course readings and lecture. This needs to be stressed early in the semester and repeated as students implement their research design—emphasized in office discussions. Maybe

the future instructor should include a written requirement for engagement methods on the syllabus and emphasize their construction as part of each project proposal. Spring 2020 Semester, URS 7070 Course, Competency 3 Assessed, 10 Students Assessment % Above Avg. or Excellent Proficiency 90.00% Learning Outcome Apply sound methodology in the collection and analysis of data Scoring Mechanism Faculty Designed Rubric, Team Capstone Written Report Lessons Learned/Changes Needed No change needed. Continued work with teams in the office is needed to help students refine their methodology. This, however, may prove increasingly difficult and time-consuming if done via "remote" instruction. Some students need prodding and in-person consultation to apply the tools taught in 7060 (Research Methods). Spring 2020 Semester, URS 7070 Course, Competency 3 Assessed, 10 Students Assessment % Above Avg. or Excellent Proficiency 60.00% Learning Outcome Identify and evaluate relevant concerns not measured in the data collection Scoring Mechanism Faculty Designed Rubric, Team Capstone Written Report. Lessons Learned/Changes Needed This appears to be one item that suffered when a number of class sessions were moved to remote instruction. The future instructor may decide to have students list the important elements that a decision maker should consider that are not part of their research. But such a requirement risks overloading Capstone students with one more intermediary deadline in a very busy semester. Spring 2020 Semester, URS 7070 Course, Competency 4 Assessed, 10 Students Assessment % Above Avg. or Excellent Proficiency 80.00% Learning Outcome Exercise ethical responsibility in the conduct of research Scoring Mechanism Faculty Designed Rubric, Team Capstone Written Report Lessons Learned/Changes Needed No change needed. The heavy emphasis given to research ethics (i.e. informed consent and the respect for individual autonomy and dignity) is having impact. See further discussion, below, on ethics in research as measured via completion of the CITI modules. Students also need instruction regarding the ethical and legal requirements of using both published graphics and graphics found on the Internet. Spring 2020 Semester, URS 7070 Course, Competency 5 Assessed, 10 Students Assessment % Above Avg. or Excellent Proficiency 70.00% Learning Outcome Communicate effectively in writing, with well-presented written materials tailored to diverse audiences Scoring Mechanism Faculty Designed Rubric, Team Capstone Written Report and In-Class Presentation Lessons Learned/Changes Needed No change needed. Continue with writing guidance as provided by the articles in the Handbook for Public Policy (i.e. Grob) and other such materials. Students tend to start their writing late—which is why a few teams did not do well here. Students must complete draft sections at regular intervals during the semester. Without such requirements student writing is often rushed, jumbled, and unrefined. For instance, students must be required to write a sample Executive Summary in Research methods to gain practice—and avoid the pitiful uninformative Executive Summaries that too often result without such practice. Part II Indirect Assessment of Learning Outcomes Master of Public Administration Learning Objectives Survey, 2019-2020 Survey Scale Strongly Agree 1, Somewhat Agree 2, Somewhat Disagree 3, Strongly Disagree 4 (course name, semester, number of students) URS 7000 Fall 2019 (N=14) 1. This course helped me understand the complex environments that shape public service. 1.69 2. At this point in my MPA program, I am able to verbally convey ideas and information to diverse audiences. 1.69 3. This course helped me recognize the importance of identifying stakeholders and engaging them in problem-solving processes. 1.69 4. At this point in my MPA program, I am able to recognize ethical issues and work towards

resolving them. 1.54 5. This course helped me apply the concepts of efficiency, efficacy, and equity to public service issues. 1.85 6. At this point in my MPA program, I am able to identify appropriate analytic techniques and use them to inform decision making. 2.00 7. This course helped me to prepare clear and concise written ideas and information appropriate for diverse audiences. 1.92 8. At this point in my MPA program, I am able to identify stakeholders and engage them in problem-solving processes. 1.62 9. This course helped me understand how to prepare verbal presentations appropriate for diverse audiences. 2.08 10. At this point in my MPA program, I am able to consider equity, economy, efficiency, and efficacy when making decisions or solving problems. 1.62 11. This course helped me understand the need for appropriate data and analytical techniques to inform decision making. 2.00 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. 1.92 13. This course increased my understanding and awareness of ethical issues and practices in public service. 1.77 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. 1.85 URS 7010 Fall 2019 (N=11) 1. This course helped me understand the complex environments that shape public service. 1.57 2. At this point in my MPA program, I am able to verbally convey ideas and information to diverse audiences. 1.43 3. This course helped me recognize the importance of identifying stakeholders and engaging them in problem-solving processes. 1.43 4. At this point in my MPA program, I am able to recognize ethical issues and work towards resolving them. 1.57 5. This course helped me apply the concepts of efficiency, efficacy, and equity to public service issues. 1.43 6. At this point in my MPA program, I am able to identify appropriate analytic techniques and use them to inform decision making. 1.86 7. This course helped me to prepare clear and concise written ideas and information appropriate for diverse audiences. 2.10 8. At this point in my MPA program, I am able to identify stakeholders and engage them in problem-solving processes. 1.43 9. This course helped me understand how to prepare verbal presentations appropriate for diverse audiences. 1.86 10. At this point in my MPA program, I am able to consider equity, economy, efficiency, and efficacy when making decisions or solving problems. 1.43 11. This course helped me understand the need for appropriate data and analytical techniques to inform decision making. 1.29 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. 1.43 13. This course increased my understanding and awareness of ethical issues and practices in public service. 1.57 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. 1.57 URS 7020 Fall 2019 (N=6) 1. This course helped me understand the complex environments that shape public service. 2.20 2. At this point in my MPA program, I am able to verbally convey ideas and information to diverse audiences. 1.80 3. This course helped me recognize the importance of identifying stakeholders and engaging them in problem-solving processes. 2.00 4. At this point in my MPA program, I am able to recognize ethical issues and work towards resolving them. 3.00 5. This course helped me apply the concepts of efficiency, efficacy, and equity to public service issues. 2.80 6. At this point in my MPA program, I am able to identify appropriate analytic techniques and use them to inform decision making. 2.80 7. This course helped me to prepare clear and concise written ideas and information appropriate for diverse audiences. 2.40 8. At this point in my MPA program, I am able to identify stakeholders and engage

them in problem-solving processes. 2.75 9. This course helped me understand how to prepare verbal presentations appropriate for diverse audiences. 3.00 10. At this point in my MPA program, I am able to consider equity, economy, efficiency, and efficacy when making decisions or solving problems. 2.60 11. This course helped me understand the need for appropriate data and analytical techniques to inform decision making. 2.80 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. 2.60 13. This course increased my understanding and awareness of ethical issues and practices in public service. 2.60 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. 2.40 URS 7030 Spring 2020 (N=6) 1. This course helped me understand the complex environments that shape public service. 1.33 2. At this point in my MPA program, I am able to verbally convey ideas and information to diverse audiences. 1.50 3. This course helped me recognize the importance of identifying stakeholders and engaging them in problem-solving processes. 2.00 4. At this point in my MPA program, I am able to recognize ethical issues and work towards resolving them. 1.33 5. This course helped me apply the concepts of efficiency, efficacy, and equity to public service issues. 1.50 6. At this point in my MPA program, I am able to identify appropriate analytic techniques and use them to inform decision making. 1.83 7. This course helped me to prepare clear and concise written ideas and information appropriate for diverse audiences. 1.67 8. At this point in my MPA program, I am able to identify stakeholders and engage them in problem-solving processes. 1.83 9. This course helped me understand how to prepare verbal presentations appropriate for diverse audiences. 2.17 10. At this point in my MPA program, I am able to consider equity, economy, efficiency, and efficacy when making decisions or solving problems. 1.50 11. This course helped me understand the need for appropriate data and analytical techniques to inform decision making. 1.67 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. 1.50 13. This course increased my understanding and awareness of ethical issues and practices in public service. 1.67 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. 1.33 URS 7040 Spring 2020 (N=12) 1. This course helped me understand the complex environments that shape public service. 1.20 2. At this point in my MPA program, I am able to verbally convey ideas and information to diverse audiences. 1.30 3. This course helped me recognize the importance of identifying stakeholders and engaging them in problem-solving processes. 1.30 4. At this point in my MPA program, I am able to recognize ethical issues and work towards resolving them. 1.10 5. This course helped me apply the concepts of efficiency, efficacy, and equity to public service issues. 1.30 6. At this point in my MPA program, I am able to identify appropriate analytic techniques and use them to inform decision making. 1.50 7. This course helped me to prepare clear and concise written ideas and information appropriate for diverse audiences. 1.30 8. At this point in my MPA program, I am able to identify stakeholders and engage them in problem-solving processes. 1.30 9. This course helped me understand how to prepare verbal presentations appropriate for diverse audiences. 1.50 10. At this point in my MPA program, I am able to consider equity, economy, efficiency, and efficacy when making decisions or solving problems. 1.50 11. This course helped me understand the need for appropriate data and analytical techniques to inform decision making. 1.20 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. 1.60 13. This course increased my understanding and awareness of ethical issues and practices in public service. 1.40 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. 1.20 URS 7050 Spring 2020 (N=7) 1. This course helped me understand the complex environments that shape public service. 1.57 2. At this point in my MPA program, I am able to verbally convey ideas and information to diverse audiences. 1.43 3. This course helped me recognize the importance of identifying stakeholders and engaging them in problem-solving processes. 2.43 4. At this point in my MPA program, I am able to recognize ethical issues and work towards resolving them. 1.14 5. This course helped me apply the concepts of efficiency, efficacy, and equity to public service issues. 1.57 6. At this point in my MPA program, I am able to identify appropriate analytic techniques and use them to inform decision making. 1.71 7. This course helped me to prepare clear and concise written ideas and information appropriate for diverse audiences. 2.29 8. At this point in my MPA program, I am able to identify stakeholders and engage them in problem-solving processes. 1.43 9. This course helped me understand how to prepare verbal presentations appropriate for diverse audiences. 2.29 10. At this point in my MPA program, I am able to consider equity, economy, efficiency, and efficacy when making decisions or solving problems. 1.43 11. This course helped me understand the need for appropriate data and analytical techniques to inform decision making. 1.71 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. 1.29 13. This course increased my understanding and awareness of ethical issues and practices in public service. 1.86 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. 1.14 URS 7060 Fall 2019 (N=19) 1. This course helped me understand the complex environments that shape public service. 1.41 2. At this point in my MPA program, I am able to verbally convey ideas and information to diverse audiences. 1.35 3. This course helped me recognize the importance of identifying stakeholders and engaging them in problem-solving processes. 1.47 4. At this point in my MPA program, I am able to recognize ethical issues and work towards resolving them. 1.06 5. This course helped me apply the concepts of efficiency, efficacy, and equity to public service issues. 1.35 6. At this point in my MPA program, I am able to identify appropriate analytic techniques and use them to inform decision making. 1.24 7. This course helped me to prepare clear and concise written ideas and information appropriate for diverse audiences. 1.35 8. At this point in my MPA program, I am able to identify stakeholders and engage them in problem-solving processes. 1.18 9. This course helped me understand how to prepare verbal presentations appropriate for diverse audiences. 1.47 10. At this point in my MPA program, I am able to consider equity, economy, efficiency, and efficacy when making decisions or solving problems. 1.24 11. This course helped me understand the need for appropriate data and analytical techniques to inform decision making. 1.18 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. 1.18 13. This course increased my understanding and awareness of ethical issues and practices in public service. 1.41 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. 1.35 URS 7070 Spring 2020 (N=9) 1. This course helped me understand

the complex environments that shape public service. 1.67 2. At this point in my MPA program, I am able to verbally convey ideas and information to diverse audiences. 1.11 3. This course helped me recognize the importance of identifying stakeholders and engaging them in problem-solving processes. 1.75 4. At this point in my MPA program, I am able to recognize ethical issues and work towards resolving them. 1.11 5. This course helped me apply the concepts of efficiency, efficacy, and equity to public service issues. 1.67 6. At this point in my MPA program, I am able to identify appropriate analytic techniques and use them to inform decision making. 1.22 7. This course helped me to prepare clear and concise written ideas and information appropriate for diverse audiences. 1.78 8. At this point in my MPA program, I am able to identify stakeholders and engage them in problem-solving processes. 1.11 9. This course helped me understand how to prepare verbal presentations appropriate for diverse audiences. 1.67 10. At this point in my MPA program, I am able to consider equity, economy, efficiency, and efficacy when making decisions or solving problems. 1.11 11. This course helped me understand the need for appropriate data and analytical techniques to inform decision making. 1.56 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. 1.22 13. This course increased my understanding and awareness of ethical issues and practices in public service. 1.78 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. 1.11 URS 7080 Spring 2020 (N=2) 1. This course helped me understand the complex environments that shape public service. 1.67 2. At this point in my MPA program, I am able to verbally convey ideas and information to diverse audiences. 1.11 3. This course helped me recognize the importance of identifying stakeholders and engaging them in problem-solving processes. 1.75 4. At this point in my MPA program, I am able to recognize ethical issues and work towards resolving them. 1.11 5. This course helped me apply the concepts of efficiency, efficacy, and equity to public service issues. 1.67 6. At this point in my MPA program, I am able to identify appropriate analytic techniques and use them to inform decision making. 1.22 7. This course helped me to prepare clear and concise written ideas and information appropriate for diverse audiences. 1.78 8. At this point in my MPA program, I am able to identify stakeholders and engage them in problem-solving processes. 1.11 9. This course helped me understand how to prepare verbal presentations appropriate for diverse audiences. 1.67 10. At this point in my MPA program, I am able to consider equity, economy, efficiency, and efficacy when making decisions or solving problems. 1.11 11. This course helped me understand the need for appropriate data and analytical techniques to inform decision making. 1.56 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. 1.22 13. This course increased my understanding and awareness of ethical issues and practices in public service. 1.78 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. 1.11 URS 7090 Spring 2020 (N=1) 1. This course helped me understand the complex environments that shape public service. 1.00 2. At this point in my MPA program, I am able to verbally convey ideas and information to diverse audiences. 1.00 3. This course helped me recognize the importance of identifying stakeholders and engaging them in problem-solving processes. 1.00 4. At this point in my MPA program, I am able to recognize ethical issues and work towards resolving them. 1.00 5. This course helped me apply the concepts of

efficiency, efficacy, and equity to public service issues. 1.00 6. At this point in my MPA program, I am able to identify appropriate analytic techniques and use them to inform decision making. 1.00 7. This course helped me to prepare clear and concise written ideas and information appropriate for diverse audiences. 1.00 8. At this point in my MPA program, I am able to identify stakeholders and engage them in problem-solving processes. 1.00 9. This course helped me understand how to prepare verbal presentations appropriate for diverse audiences. 1.00 10. At this point in my MPA program, I am able to consider equity, economy, efficiency, and efficacy when making decisions or solving problems. 1.00 11. This course helped me understand the need for appropriate data and analytical techniques to inform decision making. 1.00 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. 1.00 13. This course increased my understanding and awareness of ethical issues and practices in public service. 1.00 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. 1.00

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.

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

For the first time, 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 meeting was October 2020 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.