



SAINT LOUIS
UNIVERSITY

Saint Louis University
Program Assessment Plan

Program (Major, Minor, Core): Masters in Public Administration

Department: Political Science

College/School: College of Arts and Sciences

Person(s) Responsible for Implementing the Plan: MPA core faculty

Date Submitted: 16 November 2015; revised July 2016

Program Learning Outcomes	Curriculum Mapping	Assessment Methods	Use of Assessment Data
<i>What do you expect all students who complete the program to know, or be able to do?</i>	<i>Where is the outcome learned/assessed (courses, internships, student teaching, clinical, etc.)?</i>	<i>How do students demonstrate their performance of the program learning outcomes? How does the program measure student performance? Distinguish your direct measures from indirect measures.</i>	<i>How does the program use assessment results to recognize success and "close the loop" to inform additional program improvement? How/when is this data shared, and with whom?</i>

<p>Goal: To Lead and to manage in public governance:</p> <p>1. Compare and apply organizational theories to public affairs and administration</p>	<p>1. Pols 5300 Law, Politics, and Regulatory Policy, Pols 5310 Issues in Public Administration, Pols 6320 Organizational Theory, Pols 5960 Capstone, Pols 5951 comp exam</p>	<p>1. Items on exams, papers, class presentations, and an applied research project for the capstone course. Each of the courses listed has imbedded compare, contrast and apply exercises (specific exam questions, presentation topics, and the capstone requirement of applied action research) that will provide data on the learning outcomes. Comp. Exam includes an Org. Theory question.</p>	<p>At the beginning of each semester, the MPA core faculty meet to assess program success in achieving the program learning outcomes. These reviews can result in curriculum changes.</p> <p>The assessment data for these reviews are compiled and summarized by the program director from the rubrics filled out by faculty for each learning outcome that is assessed that semester.</p>
<p>Goal: To Lead and to manage in public governance:</p> <p>2. Compare and apply theories of public financial resource administration and budgeting</p>	<p>2. Pols 5310 Issues in Public Administration, Pols 5325 Public Sector Budgeting, Pols 5951 comp exam</p>	<p>2. Papers, policy memos (short essay papers); in Public Sector Budgeting, students write several short papers leading up to a final course project integrating course concepts with data from the city's website. Comp. exam includes question from Public Sector Budgeting.</p>	<p>At the beginning of each semester, the MPA core faculty meet to assess program success in achieving the program learning outcomes. These reviews can result in curriculum changes.</p> <p>The assessment data for these reviews are compiled and summarized by the program director from the rubrics filled out by faculty for each learning outcome that is assessed that semester.</p>

<p>Goal: To Lead and to manage in public governance:</p> <p>3. Evaluate the legal and regulatory environment of public organizations</p>	<p>3. POLS 5330 Law, Politics, and Regulatory Policy</p> <p>Pols 5951 Comprehensive Exam,</p>	<p>3. Items from exams, term paper; comp exam includes a question from Administrative Law. See Rubrics.</p>	<p>At the beginning of each semester, the MPA core faculty meet to assess program success in achieving the program learning outcomes. These reviews can result in curriculum changes.</p> <p>The assessment data for these reviews are compiled and summarized by the program director from the rubrics filled out by faculty for each learning outcome that is assessed that semester.</p>
<p>Goal: To Lead and to manage in public governance:</p> <p>4. Appraise the role of leadership/management styles in public service</p>	<p>4. Pols 5310 Issues in Public Administration,</p> <p>Pols 6320 Organizational Theory,</p> <p>Soc 6000 Urban Social and Political Theory,</p> <p>Pols 5912 Internship</p>	<p>4. Items from exams, papers, class presentations. In the Internship, students are asked to do an evaluation, along with their supervisor. While most of the focus is on the job, they also are asked in the term paper to directly appraise the organization's administration. See Rubrics.</p>	<p>At the beginning of each semester, the MPA core faculty meet to assess program success in achieving the program learning outcomes. These reviews can result in curriculum changes.</p> <p>The assessment data for these reviews are compiled and summarized by the program director from the rubrics filled out by faculty for each learning outcome that is assessed that semester.</p>

<p>Goal: To participate in and contribute to the policy process:</p> <p>5. Analyze empirical data</p>	<p>5. POLS 5020 Advanced Topics in Research Methods, POLS 5960 Capstone</p>	<p>5. Items on exams, papers, and an applied research project for the capstone course. Rubric for Capstone included. Research Methods Rubric will be available when these learning outcomes are assessed (see below).</p>	<p>At the beginning of each semester, the MPA core faculty meet to assess program success in achieving the program learning outcomes. These reviews can result in curriculum changes.</p> <p>The assessment data for these reviews are compiled and summarized by the program director from the rubrics filled out by faculty for each learning outcome that is assessed that semester.</p>
<p>Goal: To participate in and contribute to the policy process:</p> <p>6. Evaluate methodologies (e.g., qualitative vs. quantitative) for assessing political and social outcomes</p>	<p>6. POLS 5020 Advanced Topics in Research Methods, POLS 5960 Capstone</p>	<p>6. Items on exams, papers, and an applied research project for the capstone course. These provide an opportunity to assess both quantitative and qualitative research skills. Rubric for Capstone included. Research Methods Rubric will be available when these learning outcomes are assessed (see below).</p>	<p>At the beginning of each semester, the MPA core faculty meet to assess program success in achieving the program learning outcomes. These reviews can result in curriculum changes.</p> <p>The assessment data for these reviews are compiled and summarized by the program director from the rubrics filled out by faculty for each learning outcome that is assessed that semester.</p>

<p>Goal: To analyze, synthesize, think critically, solve problems, and make decisions:</p> <p>7. Design original research to test hypotheses in the area of public or urban affairs .</p>	<p>7. POLS 5020 Advanced Topics in Research Methods, POLS 5960 Capstone</p>	<p>7. Exams, papers, and an applied research project for the capstone course. Student learning outcomes will be assessed by rubrics.</p>	<p>At the beginning of each semester, the MPA core faculty meet to assess program success in achieving the program learning outcomes. These reviews can result in curriculum changes.</p> <p>The assessment data for these reviews are compiled and summarized by the program director from the rubrics filled out by faculty for each learning outcome that is assessed that semester.</p>
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<p>Goal: To articulate and apply a public service perspective:</p> <p>8. Justify policy choices and administrative practices based on their ability to advance a public good</p>	<p>8.Pols 5300 Law, Politics, and Regulatory Policy Pols 5310 Issues in Public Administration , Pols 5325 Public Sector Budgeting, Soc 6000 Urban Social and Political Theory</p>	<p>8. Oral presentation assignments and level of preparation and insight during seminar discussions provide data specifically on the ability to articulate a public service perspective and justify particular policy alternatives. All classes listed assess classroom seminar participation. Data from oral presentations consist of a score on rubric developed for this purpose</p>	<p>At the beginning of each semester, the MPA core faculty meet to assess program success in achieving the program learning outcomes. These reviews can result in curriculum changes.</p> <p>The assessment data for these reviews are compiled and summarized by the program director from the rubrics filled out by faculty for each learning outcome that is assessed that semester.</p>
<p>Goal: To communicate and interact productively with a diverse and changing workforce and citizenry:</p> <p>9. Defend policy and program choices to a diverse workforce and to a professional audience</p>	<p>9. Pols 5325 Public Sector Budgeting, Pols 5300 Law, Politics, and Regulatory Policy Pols 5960 Capstone</p>	<p>9. Oral presentation assignments and level of preparation and insight during seminar discussions provide data specifically on the ability to communicate and interact productively with a diverse workforce and populace. All classes listed assess classroom seminar participation. Data from oral presentations consist of a score on rubric developed for this purpose. Students in Public Budgeting present their term paper before the City Administrator of the city of Rock Hill, MO.</p>	<p>At the beginning of each semester, the MPA core faculty meet to assess program success in achieving the program learning outcomes. These reviews can result in curriculum changes.</p> <p>The assessment data for these reviews are compiled and summarized by the program director from the rubrics filled out by faculty for each learning outcome that is assessed that semester.</p>

<p>Goal: To communicate and interact productively with a diverse and changing workforce and citizenry:</p> <p>10. Articulate the importance of treating all people with trust, dignity and respect</p>	<p>10. Pols 5310 Issues in Public Administration, Soc 6000 Urban Social and Political Theory, Pols 5960 Capstone</p>	<p>10. Oral presentation assignments and level of preparation and insight during seminar discussions provide data specifically on the ability to communicate and interact productively with a diverse workforce and populace. All classes listed assess classroom seminar participation.</p>	<p>At the beginning of each semester, the MPA core faculty meet to assess program success in achieving the program learning outcomes. These reviews can result in curriculum changes.</p> <p>The assessment data for these reviews are compiled and summarized by the program director from the rubrics filled out by faculty for each learning outcome that is assessed that semester.</p>
<p>Mission-specific Goals:</p> <p>11. Identify ethical issues raised by policy choices and public administration practices</p>	<p>11.Pols 5310 Issues in Public Administration, Pols 6320 Organizational Theory, Pols 5300 Law, Politics, and Regulatory Policy Pols 5960 Capstone</p>	<p>11. Items on exams, papers, class presentations, and an applied research project for the capstone course</p>	<p>At the beginning of each semester, the MPA core faculty meet to assess program success in achieving the program learning outcomes. These reviews can result in curriculum changes.</p> <p>The assessment data for these reviews are compiled and summarized by the program director from the rubrics filled out by faculty for each learning outcome that is assessed that semester.</p>

<p>Mission-specific Goals:</p> <p>12. Apply theories of social justice to policy choices and public administration practices</p>	<p>12. Pols 5310 Issues in Public Administration, Pols 5300 Law, Politics, and Regulatory Policy Soc 6000 Urban Social and Political Theory</p>	<p>12. Items on exams, papers, class presentations, and an applied research project for the capstone course.</p>	<p>At the beginning of each semester, the MPA core faculty meet to assess program success in achieving the program learning outcomes. These reviews can result in curriculum changes.</p> <p>The assessment data for these reviews are compiled and summarized by the program director from the rubrics filled out by faculty for each learning outcome that is assessed that semester.</p>
<p>Mission-specific Goals:</p> <p>13. Develop innovative solutions to the challenges of administration and policy-making in an urban environment</p>	<p>13. Pols 5325 Public Sector Budgeting, Pols 6320 Organizational Theory, Pols 5300 Law, Politics, and Regulatory Theory Pols 5951 Comprehensive Exam</p>	<p>13. Items on exams, papers, class presentations, and an applied research project for the capstone course.</p>	<p>At the beginning of each semester, the MPA core faculty meet to assess program success in achieving the program learning outcomes. These reviews can result in curriculum changes.</p> <p>The assessment data for these reviews are compiled and summarized by the program director from the rubrics filled out by faculty for each learning outcome that is assessed that semester.</p>

- 1. It is not recommended to try and assess (in depth) all of the program learning outcomes every semester. It is best practice to plan out when each outcome will be assessed and focus on 1 or 2 each semester/academic year. Describe the responsibilities, timeline, and the process for implementing this assessment plan.**

During AY 15 – 16, the MPA program underwent external review for reaccreditation with NASPAA (Network of Schools of Public Policy, Affairs, and Administration). Hence, this Program Assessment Plan mirrors the required competencies of our accreditor. “To lead and manage in public governance” was the focus of assessment in 2014-2015. In 2015-2016, we focused on “To articulate and apply a public service perspective”

and “to communicate and interact productively with a diverse and changing workforce and citizenry.” In 2016-2017, we will focus on “To participate in and contribute to the policy process” and “To analyze, synthesize, think critically, solve problems, and make decisions.” 2017 – 2018 will deal with “To lead and manage in public governance.” 2018-2019 will deal with the communication competencies “To articulate and apply a public service perspective” and “To communicate and interact productively with a diverse and changing workforce and citizenry.” 2019-2020 will deal with the Mission-specific competencies.

Overall responsibility for the implementation of the assessment plan rests with the Program Director, Robert Cropf, with each core faculty member responsible for assessing his or her classes for appropriate outcomes. The MPA nucleus faculty discusses the summary of results from individual classes and considers changes to the program.

2. Please explain how these assessment efforts are coordinated with Madrid (courses and/or program)?

The MPA program has no courses offered in Madrid.

3. The program assessment plan should be developed and approved by all faculty in the department. In addition, the program assessment plan should be developed to include student input and external sources (e.g., national standards, advisory boards, employers, alumni, etc.). Describe the process through which your academic unit created this assessment plan. Include the following:

- a. Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with program review.)

The timeline for development of this plan coincided with the self-study for our external NASPAA reaccreditation review. All core faculty contributed to and reviewed the learning outcomes and their operationalization. These were also reviewed by our advisory board which consists of program alums and practitioners. We plan to review the assessment plan prior to implementation in AY 16-17 based on feedback from NASPAA. After that, reviews will be aligned with future program reviews.

- b. How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.

Both current students and alumni were surveyed as part of our self-study. A key question was which courses they found most helpful in preparing for professional roles. These data were used to inform curricular outcomes and make changes in future course offerings. As we implement this specific assessment system, students will again be consulted on what outcomes seem most relevant to future career choices.

A summary of assessment results will be posted on the program website annually.

- c. What external sources were consulted in the development of this assessment plan?

NASPAA and our external advisory board were the main sources for plan development.

- d. Assessment of the manageability of the plan in relation to departmental resources and personnel.

As noted, we realize that all thirteen outcomes cannot be assessed in a single year, but it is impossible for us to greatly reduce the number of outcomes and still remain consistent with external accreditation demands. We have a schedule that permits assessment of a manageable number of learning outcomes per year but covers all the learning outcomes in a five year period. Groups of outcomes can be assessed through a few classes, increasing feasibility.

POLS 5300 Administrative Law, Rubric for assessing learning outcomes for universal competencies:

To articulate and apply a public service perspective

To communicate and interact productively with a diverse and changing workforce and citizenry

Student name: _____ Banner ID: _____ Year in _____

Program: _____

Performance area	Exceeds Expectations (3)	Meets Expectations (2)	Does not Meet Expectations (1)	SCORE
To articulate and apply a public service perspective 10. Justify policy choices and administrative practices based on their ability to advance a public good	Student analyzes multiple perspectives and applies them appropriately to justify policy choices and administrative practices based on their ability to advance a public good.	Student persuasively explains how policy choices and administrative practices are based on their ability to advance a public good.	Student selects policy choices and administrative practices but the justification for those choices is unpersuasive and not linked to their ability to advance a public good.	
	Assignment specifically addresses and convincingly demonstrates that the proposed choice is consistent with the public interest.	Assignment advances a largely persuasive argument indicating that the proposed choice is consistent with the public interest.	Assignment advances an argument that needs further development to demonstrate that the proposed choice is consistent with the public interest.	
Communicate and interact with a diverse workforce and citizenry 11. Defend policy and program choices to a professional audience	Student speaks clearly and loudly enough for all to hear, makes no grammatical errors, varies language to make sure that all audience members understand.	Student speaks clearly and loudly enough for most to hear, makes few grammatical errors, uses language appropriate for the audience.	Student does not speak clearly and loudly enough for all to hear, makes serious and persistent grammatical errors, and uses language inappropriate for the setting.	
	Student presents original and wholly persuasive arguments to defend policy and program choices	Student presents well-grounded and largely persuasive arguments to defend policy and program choices.	Student presents poorly reasoned or inaccurate arguments and largely fails to defend policy and program choices.	
12. Demonstrate appreciation for diverse identities and perspectives	Student regularly identifies how a person’s background or social position affects preferences and beliefs	Student largely identifies how a person’s background or social position affects preferences and beliefs	Student disregards how a person’s background or social position affects preferences and beliefs	

13. Recognize the importance of treating all people with trust, dignity, and respect	Student is alert to the variety of perspectives present and tries to integrate or compare them.	Student listens carefully to others and responds politely, even to views with which he/she disagrees	Student is rude or hostile.	
	Student is able to effectively affect the work of the group, even when not in an assigned leadership position.	Student works effectively with others, helping the group to reach its goals.	Student's work is not integrated with the work of the group.	

Student:
 Instructor:
 Semester/Year:

MPA Capstone paper and presentation

Competency	Learning outcomes	Exceeded Expectations (3)	Met Expectations (2)	Failed to Meet Expectations (1)	Score
To participate in and contribute to the policy process	6. Assess avenues for effective policy change	Student suggests creative and innovation avenues for policy change.	Student suggests practical avenues for policy change.	Student does not suggest avenues for policy change or suggests impractical ones.	
To analyze, synthesize, think critically, solve problems, and make decisions	7. Identify, gather, and analyze empirical data	Student gathers interesting data and implements innovative methods of analysis.	Student gathers and appropriately analyzes empirical data.	Data-collection methods were flawed and/or analysis was faulty.	
	9. Plan, execute, and defend an effective research project in the area of public or urban affairs	Research project is enjoyable to read, interesting, original, and accurate in its analysis.	Research project is well-written, clear, and convincing in its analysis.	Research project is poorly written or confusing OR its conclusions are not supported by the evidence provided.	
To communicate and interact productively with a diverse and changing workforce and citizenry	11. Defend policy and program choices to a professional audience	Student makes persuasive and well supported arguments, articulately and clearly. Student addresses audience questions directly and effectively, varying language to make sure all audience members understand.	Student speaks clearly and describes reasons for supporting particular policies or programs, makes no grammatical errors, and uses professional language.	Student does not speak clearly and loudly enough for all to hear, makes serious and persistent grammatical errors, OR uses language inappropriate for the setting.	
	13. Recognize the importance of treating all people with trust, dignity, and respect	Student is alert to the variety of perspectives present and successfully integrates or compares them.	Student listens carefully to others and responds politely, even to views with which he/she disagrees.	Student is rude or hostile.	

Internship

Competency	Learning outcome	Exceeded Expectations (3)	Met Expectations (2)	Failed to Meet Expectations (1)	Score
To lead and manage in public governance	4. Appraise the role of leadership styles in public service	Student discerns most effective leadership style for a given circumstance.	Student compares various leadership styles and applies abstract models appropriately.	Student describes various leadership styles but has difficulty applying them to a real-life setting.	
To apply education through experiential exercises and interactions with practitioners	17. Apply classroom learning in an urban public service location	Student tests and refines classroom learning at the public service location.	Student devises appropriate uses of classroom learning at the public service location.	Student describes theoretical approaches but does not apply them effectively at the public service location.	

Instructor: Cropf
 Student Name:

Student Learning Objectives for Issues in Public Administration Spring 2016

Five Universal Required Competencies	<i>Learning outcome for course</i>	<i>Where, when, and how monitored</i>	<i>Observations of Student Performance</i>
Goal: To Lead and to manage in public governance:	Compare and apply organizational theories to public affairs and administration	Administrative memos, final paper, class discussions and class presentations.	Student was: <input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Poor
	Compare and apply theories of public financial resource administration and budgeting	Administrative memo and class discussions	Student was: <input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Poor
	Appraise the role of leadership/management styles in public service.	Administrative (film) memo and class discussion	Student was: <input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Poor
Goal: To articulate and apply a public service perspective:	Justify policy choices and administrative practices based on their ability to advance a public good.	Final paper and presentation	Student was: <input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Poor
Goal: To communicate and interact productively with a diverse and changing workforce and citizenry	Articulate the importance of treating all people with trust, dignity and respect	Case study discussions and class discussions	Student was: <input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Poor
Mission-specific Goals:	Identify ethical issues raised by policy choices and public administration practices	Administrative memos and class discussions	Student was: <input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Poor
	Apply theories of social justice to policy choices and public administration practices.	Administrative memos, final paper and class discussions.	