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Department of Public Administration and International Affairs
Maxwell School of Syracuse University
MPA Assessment Plan

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Universal competency 1: To lead and manage in public governance

<u>Goal Cited in Mission</u>: The MPA program is grounded in a comprehensive view of public service education that appreciates the need for three areas of mastery: formulating, implementing and evaluating policy; <u>leading and managing organizations with diverse stakeholders</u>; and applying rigorous and evidence-based analysis to inform decision-making.

<u>Learning outcome 1.1:</u> Students will design and produce a flexible budget for a government or nonprofit organization

> **Where the information is learned**:
> 1. Public Budgeting Excel daycare budget assignment (data collected annually)
> 2. Entry and exit MPA skills self-assessment (data collected annually)
> 3. Review of course evaluations (data collected annually)
> 4. Alumni survey (every four years, with next survey in 2014)
>
> **Methods of assessment:**
> Public Budgeting daycare budget: Analysis of proficiency levels using assignment rubric and MPA skills self-assessment
>
> **Rubric definitions and student scores:**
>
> | Below Proficient | Proficient | Above Proficient |
> | --- | --- | --- |
> | A student's work fails to demonstrate proficiency if it only meets five or fewer of the proficiency criteria. | A student's work demonstrates proficiency by meeting at least seven of the ten proficiency criteria. | A student's work demonstrates greater than proficient mastery if his or her work meets each of the applicable proficiency criteria with only negligible errors. |
>
> **MPA Skills Self-Assessment: Budget Preparation**
>
> | | Below Proficient | Proficient | Above Proficient |
> | --- | --- | --- | --- |
> | Entry | | | |
> | Exit | | | |

Individuals responsible for assessment: Robert Bifulco, Yilin Hou, Sharon Kioko

Frequency of assessment: Every three years beginning in 2013-14

Procedures for using assessments results to improve program:
Faculty working groups meet to discuss direct assessment results, self-assessments, course evaluations other data. Faculty prepare recommendations and share with chair and MPA committee, who then bring to faculty. Revisions to core course teaching methods, assignments and minor course curriculum changes are made by faculty teaching the course. Broader curricular changes must be discussed by the MPA committee and approved by the full faculty.

An MPA Curriculum Committee will be appointed and begin work in Fall 2014. The Curriculum Committee will be charged with overall examination of the MPA Curriculum, including core courses, electives and scheduling.

Recommendations from completed assessement:
Several changes to the course have been made in recent years as a result of course evaluation feedback and discussion among faculty and teaching assistants in the course. The changes most relevant to the learning outcome for this competency (students will design and produce a flexible budget for a government or nonprofit organization) include:

- expanding the lectures covering cost-analysis to span two course periods rather than one;

- increasing the number of joint sessions on key topics to ensure material is covered in a consistent way for all course sections;

- accelerating starting date and due date for the daycare budget assignment to allow students to focus on tax analysis during the last week of the course;

- having TAs provide an expanded set of review sessions covering specific topics including use of Excel, daycare budget, homework assignments, and extra cost analysis problems.

- In order to expand class time devoted to cost analysis and reviewing homework assignments, and to allow students more time to master key analytic skills, some topics have been dropped from the course including cash management, debt management, and performance based budgeting, which are covered in more depth in other courses.

After reviewing the assessments results, course evaluations and student skills self-assessments, faculty teaching the course determined that, in light of relatively high proficiency levels and recent course modifications, no additional changes are currently needed. Faculty will, though, attempt to better align grading on individual assignments to mastery of the learning outcomes.

Learning outcome 1.2: Students will understand core competencies necessary for helping to shape the organizational environment (broadly defined) in which they operate and for managing individuals, groups, clients, and programs.

Where the information is learned:
1. Public Organizations and Management memo 1 (data collected annually)
2. Entry and exit MPA skills self-assessment (data collected annually)
3. Review of course evaluations (data collected annually)
4. Alumni survey (every four years, with next survey in 2014)

Methods of assessment:
Public Organizations and Management memo 1: Analysis of proficiency levels using assignment rubric and MPA skills self-assessment

Faculty assessment:

Below Proficient	Proficient	Above Proficient

MPA Skills Survey: Project Management

	Below Proficient	Proficient	Above Proficient
Entry			
Exit			

Faculty responsible for assessment: Soonhee Kim, Ines Mergel, David Van Slyke

Frequency of assessment: Every three years beginning in 2013-14

Procedures for using assessments results to improve program:
Faculty working groups meet to discuss direct assessment results, self-assessments, course evaluations other data. Faculty prepare recommendations and share with chair and MPA committee, who then bring to faculty. Revisions to core course teaching methods, assignments and minor course curriculum changes are made by faculty teaching the course. Broader curricular changes must be discussed by the MPA committee and approved by the full faculty.

An MPA Curriculum Committee will be appointed and begin work in Fall 2014. The Curriculum Committee will be charged with overall examination of the MPA Curriculum, including core courses, electives and scheduling.

Recommendations from completed assessments:
The faculty working group recommended several changes to Public Organizations and Management in response to the assignment assessments, skills self-assessment and course evaluations:

- Team case analysis assignments: creation of teams with diverse students will incorporate peer-to-peer practice and feedback on their managerial leadership skills for effective communication and for conflict resolution. Instructions will specifically ask students to reflect on how the cases, theories and analytical frameworks can be used to solve the public sector problems and what the implications of the issues described in one specific case can be generalized to other government organizations.

- Elevator speeches: students will be instructed to focus on each student's career interest and policy interest (public – federal/state/local, nonprofit; private firm; social, environmental, health, etc.).

- Memo assignments: selection of cases will illustrate goal complexity, measure diffusion, and stakeholder diversity to reflect the often difficult conditions under which management and governance issues in the public service need to be attuned to relevant issues of environment, structure, culture, management tools, low continuity of leadership tenure, and capacity with respect to managing people, programs, and resources.

Learning outcome 1.3: Students will develop a greater sensitivity to the social and political context of public administration, and a greater awareness of the principles that ground good public administration practice

Where the information is learned:
1. Public Administration and Democracy Points to Ponder assignment
2. Entry and exit MPA skills self-assessment (data collected annually)
3. Review of course evaluations (data collected annually)
4. Alumni survey (every four years, with next survey in 2014)

Methods of assessment:
Public Administration and Democracy Points to Ponder assignment: Analysis of proficiency levels using assignment rubric and MPA skills self-assessment

Scores from Points to Ponder assignment

Sub-Goal	Below Proficient	Proficient	Above Proficient
Answers demonstrate knowledge and comprehension of social and political environment in which public administrators operate			
Answers reflect understanding of challenges of public sector governance in democratic settings			
Answers show ability to appraise issues in terms of the public interest (broadly defined)			

MPA Skills Self-Assessment: Understanding Political and Legal Systems

	Below Proficient	Proficient	Above Proficient
Entry			
Exit			

Faculty responsible for assessment: Renee de Nevers, Tina Nabatchi

Procedures for using assessments results to improve program: Faculty working groups meet to discuss direct assessment results, self-assessments, course evaluations other data. Faculty prepare recommendations and share with chair and MPA committee, who then bring to faculty. Revisions to core course teaching methods, assignments and minor course curriculum changes are made by faculty teaching the course. Broader curricular changes must be discussed by the MPA committee and approved by the full faculty.

An MPA Curriculum Committee will be appointed and begin work in Fall 2014. The Curriculum Committee will be charged with overall examination of the MPA Curriculum, including core courses, electives and scheduling.

Frequency of assessment: Every three years beginning in 2013-14

Recommendations from completed assessements:
Faculty were generally satisified with proficiency levels, student self-reported growth and course evaluations. No changes are recommended prior to the MPA curriculum review.

Learning outcome 1.4: Students will learn how their personal understanding and style of leadership can be enhanced to best position them for excellence in leadership of public organizations.

Where the information is learned:
1. Executive Leadership self-assessment exercise and peer rating.
2. Review of course evaluations (data collected annually)
3. Alumni survey (every four years, with next survey in 2014)

Methods of assessment:
Executive Leadership self-assessment exercise and peer rating: Analysis of proficiency levels using assignment rubric and MPA skills self-assessment

Scores from Self-Assessment exercise and peer rating.

Below Proficient	Proficient	Above Proficient
Does not have a strong sense of personal strengths and weaknesses, and is unable to cope with some challenges associated with a career in public service	Has a general sense of personal strengths and weaknesses, good ability to work in groups, and can meet expectations associated with public service	Accurately understands personal strengths and weaknesses in a group setting, as well as an above average ability to cope with professional challenges public service

Faculty responsible for assessment: Catherine Bertini, Robert Murrett

Procedures for using assessments results to improve program:
Faculty working groups meet to discuss direct assessment results, course evaluations other data. Faculty prepare recommendations and share with chair and MPA committee, who then bring to faculty. Revisions to core course teaching methods, assignments and minor course curriculum changes are made by faculty teaching the course. Broader curricular changes must be discussed by the MPA committee and approved by the full faculty.

An MPA Curriculum Committee will be appointed and begin work in Fall 2014. The Curriculum Committee will be charged with overall examination of the MPA Curriculum, including core courses, electives and scheduling.

Frequency of assessment: Every three years beginning in 2013-14

Recommendations from completed assessments:
Student proficiency was rated above __ percent and self-assessments were very similar. However, feedback from students on course evaluations for Executive Leadership and for PAI 752, MPA Workshop, indicated that that students would have benefited from learning more about leadership styles before participating in the MPA Workshop, in which they must work in teams (Executive Leadership takes place after MPA Workshops). Beginning in summer 2013 the department voted to split the three-week Executive Leadership course into two parts. The first section will take place before MPA Workshops and focus on leadership styles and team-building. The second section will take place after MPA Workshops and include time to debrief and reflect on the group experience in the MPA Workshops.

Learning outcome 1.5: Students will understand the critical role played by leadership style and approach in determining the outcomes of challenging or opportunistic moments faced in complex public organizations.

Where the information is learned:
1. Executive Leadership core learnings paper and group exercises
2. Entry and exit MPA skills self-assessment (data collected annually)
3. Review of course evaluations (data collected annually)
4. Alumni survey (every four years, with next survey in 2014)

Methods of assessment:
Executive Leadership core learnings paper and group exercises: Analysis of proficiency levels using assignment rubric and MPA skills self-assessment

Scores from core learnings paper and group exercises.

Below Proficient	Proficient	Above Proficient
Does not have adequate awareness of personal leadership style, and below average ability to cope with complexity present in many public organizations	Has an accurate sense of leadership style and successful approaches, as well as a sufficient perception of others' role in the workplace	Full awareness of personal leadership style and associated workplace methods, including accurate assessment of others' motivation in achieving common goals

MPA Skills Self-Assessment: Leading a Team or Organization

	Below Proficient	Proficient	Above Proficient
Entry			
Exit			

MPA Skills Self-Assessment: Motivating Others

	Below Proficient	Proficient	Above Proficient
Entry			
Exit			

Faculty responsible for assessment: Catherine Bertini, Robert Murrett

Procedures for using assessments results to improve program:

Faculty working groups meet to discuss direct assessment results, self-assessments, course evaluations other data. Faculty prepare recommendations and share with chair and MPA committee, who then bring to faculty. Revisions to core course teaching methods, assignments and minor course curriculum changes are made by faculty teaching the course. Broader curricular changes must be discussed by the MPA committee and approved by the full faculty.

An MPA Curriculum Committee will be appointed and begin work in Fall 2014. The Curriculum Committee will be charged with overall examination of the MPA Curriculum, including core courses, electives and scheduling.

Frequency of assessment: Every three years beginning in 2013-14

Recommendations from completed assessments:
Student proficiency was rated above __percent and self-assessments were very similar. However, feedback from students on course evaluations for Executive Leadership and for PAI 752, MPA Workshop, indicated that that students would have benefited from learning more about leadership styles before participating in the MPA Workshop, in which they must work in teams (Executive Leadership takes place after MPA Workshops). Beginning in summer 2013 the department voted to split the three-week Executive Leadership course into two parts. The first section will take place before MPA Workshops and focus on leadership styles and team-building. The second section will take place after MPA Workshops and include time to debrief and reflect on the group experience in the MPA Workshops.

Universal Competency 2: To participate in and contribute to the policy process

Goal Cited in Mission: The MPA program is grounded in a comprehensive view of public service education that appreciates the need for three areas of mastery: formulating, implementing and evaluating policy; leading and managing organizations with diverse stakeholders; and applying rigorous and evidence-based analysis to inform decision-making.

Learning outcome 2.1: Students will learn to analyze various market scenarios to assess how goods and services will be allocated in each scenario

Learning outcome 2.2: Students will be able to assess the efficiency and distributional impacts of government intervention in the market

Where the information is learned:
1. Memo assignments in PAI 723 Economics for Public Decisions (data collected annually)
2. Entry and exit MPA skills self-assessment (data collected annually)
3. Review of course evaluations (data collected annually)
4. Alumni survey (every four years, with next survey in 2014)

Methods of assessment:
Analysis of proficiency on memo assignments drawn from a random sample of students enrolled in PAI 723 in the fall of 2013 and MPA skills self-assessment

Assessment from faculty

	Above Proficient	Proficient
1. Assess how goods and services will be allocated	Clearly indicates how market will play out, correctly identifying mechanisms of cause and effect	Provides some sense of market results, without demonstrating clear understanding of mechanisms
2. Assess the efficiency impacts of government intervention	Clearly indicates the effect of given government intervention on efficiency, correctly identifying the mechanism for the change from market-based outcome	Provides some assessment of efficiency after the intervention, without demonstrating clear understanding of the cause of any changes from the market-based outcome
3. Assess the distributional impacts of government intervention	Clearly indicates the effect of given government intervention on distribution, correctly identifying the mechanism for the change from market-based outcome	Provides some assessment of distribution after the intervention, without demonstrating clear understanding of the cause of any changes from the market-based outcome

MPA Skills Self-Assessment: Economics

	Below Proficient	Proficient	Above Proficient
Entry			
Exit			

Faculty responsible for assessment: Sarah Hammersma, David Popp, Peter Wilcoxen

Procedures for using assessments results to improve program: Faculty working groups meet to discuss direct assessment results, self-assessments, course evaluations other data. Faculty prepare recommendations and share with chair and MPA committee, who then bring to faculty. Revisions to core course teaching methods, assignments and minor course curriculum changes are made by faculty teaching the course. Broader curricular changes must be discussed by the MPA committee and approved by the full faculty.

An MPA Curriculum Committee will be appointed and begin work in Fall 2014. The Curriculum Committee will be charged with overall examination of the MPA Curriculum, including core courses, electives and scheduling.

Frequency of assessment: Every two to three years beginning in 2013-14

Recommendations from completed assessement: Faculty were satisfied with student proficiency levels, increases in self-assessed proficiency and course evaluations. No changes recommended at this time.

Learning outcome 2.3: Students will apply concepts and measures of efficiency, equity, and adequacy to the evaluation of government revenue policies

Where the information is learned:
1. Final exam in PAI 734 Public Budgeting (data collected annually)
2. Entry and exit MPA skills self-assessment (data collected annually)
3. Review of course evaluations (data collected annually)
4. Alumni survey (every four years, with next survey in 2014)

Methods of assessment:
Analysis of proficiency using revenue analysis question on PAI 734 Public Budgeting final exam and MPA skills self-assessment

Assessment from faculty:

Learning goal	Identifies economic choices influenced by a tax	Identifies impact on excess burden	Computes effective tax rate	Identifies progressivity/ regressivity	Identifies elasticity	Explain factors that influence elasticity/ stability	Identifies Key Tradeoffs
Percent Proficient							

MPA Skills Self-Assessment: Revenue Analysis

	Below Proficient	Proficient	Above Proficient
Entry			
Exit			

Faculty responsible for assessment: Robert Bifulco, Yilin Hou, Sharon Kioko

Procedures for using assessments results to improve program: Faculty working groups meet to discuss direct assessment results, self-assessments, course evaluations other data. Faculty prepare recommendations and share with chair and MPA committee, who then bring to faculty. Revisions to core course teaching methods, assignments and minor course curriculum changes are made by faculty teaching the course. Broader curricular changes must be discussed by the MPA committee and approved by the full faculty.

An MPA Curriculum Committee will be appointed and begin work in Fall 2014. The Curriculum Committee will be charged with overall examination of the MPA Curriculum, including core courses, electives and scheduling.

Frequency of assessment: Every two to three years beginning in 2013-14

Recommendations from completed assessments:
Several changes to the course have been made in recent years as a result of course evaluation feedback and discussion among faculty and teaching assistants in the course. The changes most relevant to the learning outcome for this competency (students will apply concepts and measures of efficiency, equity, and adequacy to the evaluation of government revenue policies) include:

- increasing the number of joint sessions on key topics to ensure material is covered in a consistent way for all course sections;

- accelerating starting date and due date for the daycare budget assignment to allow students to focus on tax analysis during the last week of the course;

- expanding tax evaluation homework assignments to involve more computation of effective tax rates and elasticities, and to provide more specific instruction on developing analyses and assessments relative to the evaluation criteria;

- instructors now devote class time to reviewing homework assignments;

After reviewing the assessments results, course evaluations and student skills self-assessments, faculty teaching the course determined that, in light of relatively high proficiency levels and recent course modifications, no additional changes are currently needed. Faculty will attempt to better align grading on individual assignments to mastery of the learning outcomes.

Universal competency 3: To analyze, synthesize, think critically, solve problems and make decisions

<u>Goal Cited in Mission</u>: The MPA program is grounded in a comprehensive view of public service education that appreciates the need for three areas of mastery: <u>formulating, implementing and evaluating policy</u>; leading and managing organizations with diverse stakeholders; and <u>applying rigorous and evidence-based analysis to inform decision-making</u>.

Learning outcome 3.1: Students will apply concepts of direct, indirect, fixed, step, and variable costs to the analysis of expenditure needs

Where the information is learned:
1. Daycare budget assignment in PAI 734 Public Budgeting (data collected annually)
2. Entry and exit MPA skills self-assessment (data collected annually)
3. Review of course evaluations (data collected annually)
4. Alumni survey (every four years, with next survey in 2014)

Methods of assessment:
Analysis of proficiency on Excel daycare budget assignment in PAI 734 Public Budgeting and MPA skills self-assessment

Assessment from faculty

Below Proficient	Proficient	Above Proficient
A student's work fails to demonstrate proficiency if it only meets five or fewer of the proficiency criteria.	A student's work demonstrates proficiency by meeting at least seven of the ten proficiency criteria.	A student's work demonstrates greater than proficient mastery if his or her work meets each of the applicable proficiency criteria with only negligible errors.

MPA Skills Self-Assessment: Using Data Management and Analysis Software

	Below Proficient	Proficient	Above Proficient
Entry			
Exit			

Individuals responsible for assessment: Robert Bifulco, Yilin Hou, Sharon Kioko

Frequency of assessment: Every three years beginning in 2013-14

Procedures for using assessments results to improve program: Faculty working groups meet to discuss direct assessment results, self-assessments, course evaluations other data. Faculty prepare recommendations and share with chair and MPA committee, who then bring to faculty. Revisions to core course teaching methods, assignments and minor course curriculum changes are made by faculty teaching the course. Broader curricular changes must be discussed by the MPA committee and approved by the full faculty.

An MPA Curriculum Committee will be appointed and begin work in Fall 2014. The Curriculum Committee will be charged with overall examination of the MPA Curriculum, including core courses, electives and scheduling.

Recommendations from completed assessement: Several changes to the course have been made in recent years as a result of course evaluation feedback and discussion among faculty and teaching assistants in the course. The changes most relevant to the learning outcome for this competency (students will design and produce a flexible budget for a government or nonprofit organization) include:

- TA's provide an expanded set of review sessions covering specific topics including use of Excel, daycare budget, homework assignments, and extra cost analysis problems.

- In order to expand class time devoted to cost analysis and reviewing homework assignments, and to allow students more time to master key analytic skills, some topics have been dropped from the course including cash management, debt management, and performance based budgeting, which are covered in more depth in other courses

After reviewing the assessments results, course evaluations and student skills self-assessments, faculty teaching the course determined that, in light of relatively high proficiency levels and recent course modifications, no additional changes are currently needed. Faculty will though attempt to better align grading on individual assignments to mastery of the learning outcomes.

Learning outcome 3.2: Students will use data to produce and interpret a range of descriptive and inferential statistics

Learning outcome 3.3: Students will analyze the strengths and weaknesses of statistical concepts and techniques used in policy analysis, management analysis and research to develop recommendations for improvement

Where the information is learned:
1. Data analysis project and final exam in PAI 721 Introduction to Statistics assignments (data collected annually)
2. Critique of published program evaluation assignment PAI 722 Program Evaluation (data collected annually beginning in 2015)
3. Entry and exit MPA skills self-assessment (data collected annually)
4. Review of course evaluations (data collected annually)
5. Alumni survey (every four years, with next survey in 2014)

Methods of assessment:
Analysis of proficiency on Introduction to Statistics data project and final examination, Program Evaluation research critique

Faculty assessment from data project

Performance Measure	Below proficient	Proficient	Above Proficient
Use data to produce and interpret a range of descriptive and inferential statistics	Poorly-framed or motivated research question; uses inappropriate data; fails to incorporate appropriate and effective graphical displays of data; confuses "association" with "causation"; over-interprets findings	Clear research question; uses appropriate data; explains sources of data, definitions, and measurements, uses graphical displays of data and/or findings appropriately; recognizes limits of analysis and conveys conclusions accordingly	Research question is linked to past literature and/or policy issue; uses summary statistics effectively; uses graphical displays effectively; conducts robustness/sensitivity tests; includes adequate bibliographic citations; adopts professional formatting/organizational conventions

Faculty assessment from final examination

Performance Measure	Below proficient	Proficient	Above Proficient
Analyze the strengths and weaknesses of statistical concepts and techniques used in policy analysis, management analysis and research to develop recommendations for improvement	Incorrectly identifies statistical concepts/techniques; fails to link recommendations to techniques; lack of comprehension of strengths and weaknesses of technique; fails to understand the importance of randomization in an experimental context	Accurately identifies statistical concepts/techniques; provides reasonable recommendations; understands common strengths and weaknesses in statistics in multiple study contexts	Accurately identifies statistical concepts/ techniques; links recommendations to strengths and weaknesses of analysis; can identify selection issues and explain their impact on study results

MPA Skills Self-Assessment: Statistical Analysis

	Below proficient	Proficient	Above Proficient
Entry			
Exit			

MPA Skills Self-Assessment: Program Evaluation

	Below proficient	Proficient	Above Proficient
Entry			
Exit			

Individuals responsible for assessment: Leonard Lopoo, Doug Wolf, Stu Bretschneider

Frequency of assessment: Every three years beginning in 2013-14. Assignments in PAI 722 Program Evaluation to be added in 2014-15.

Procedures for using assessments results to improve program: Faculty working groups meet to discuss direct assessment results, self-assessments, course evaluations other data. Faculty prepare recommendations and share with chair and MPA committee, who then bring to faculty. Revisions to core course teaching methods, assignments and minor course curriculum changes are made by faculty teaching the course. Broader curricular changes must be discussed by the MPA committee and approved by the full faculty.

An MPA Curriculum Committee will be appointed and begin work in Fall 2014. The Curriculum Committee will be charged with overall examination of the MPA Curriculum, including core courses, electives and scheduling.

Recommendations from completed assessement:

- Provide opportunities for students to discuss their solutions in a group context to improve their understanding of the strengths and weaknesses of the techniques used.
- Provide students with several examples of memoranda or reports that convey descriptive and inferential statistical results successfully, to be used as models.
- Provide optional opportunities for students to learn other statistical software packages, particularly Stata. In response to this recommendation the department now offers a free six-week Stata workshop, taught by an advanced doctoral student, beginning in Spring 2014.

Learning outcome 3.4: Students will be aware of managerial tools and strategies and the conditions under which certain practices may be enacted for improving programmatic results and overall organizational effectiveness

Where the information is learned:
1. Public Organizations and Management memo 2
2. Entry and exit MPA skills self-assessment (data collected annually)
3. Review of course evaluations (data collected annually)
4. Alumni survey (every four years, with next survey in 2014)

Methods of assessment:
Public Organizations and Management memo 2: Analysis of proficiency levels using assignment rubric and MPA skills self-assessment

Faculty assessment:

Below proficient	Proficient	Above Proficient

MPA Skills Self-Assessment: Strategic Planning

	Below Proficient	Proficient	Above Proficient
Entry			
Exit			

MPA Skills Self-Assessment: Performance Management

	Below Proficient	Proficient	Above Proficient
Entry			
Exit			

MPA Skills Self-Assessment: Gathering Stakeholder Input

	Below Proficient	Proficient	Above Proficient
Entry			
Exit			

Faculty responsible for assessment: Soonhee Kim, Ines Mergel, David Van Slyke

Procedures for using assessments results to improve program: Faculty working groups meet to discuss direct assessment results, self-assessments, course evaluations other data. Faculty prepare recommendations and share with chair and MPA committee, who then bring to faculty. Revisions to core course teaching methods, assignments and minor course curriculum changes are made by faculty teaching the course. Broader curricular changes must be discussed by the MPA committee and approved by the full faculty.

An MPA Curriculum Committee will be appointed and begin work in Fall 2014. The Curriculum Committee will be charged with overall examination of the MPA Curriculum, including core courses, electives and scheduling.

Frequency of assessment: Every three years beginning in 2013-14

Recommendations from completed assessments:
For memo assignments, selection of cases will illustrate goal complexity, measure diffusion, and stakeholder diversity to reflect the often difficult conditions under which management and governance issues in the public service need to be attuned to relevant issues of environment, structure, culture, management tools, low continuity of leadership tenure, and capacity with respect to managing people, programs, and resources.

Universal competency 4: To articulate and apply a public service perspective

Goal cited in mission: The MPA program at the Maxwell School of Citizenship and Public Affairs seeks to enhance knowledge and develop skills essential to careers in public service. We believe public service means using one's abilities and opportunities to contribute to the broad public good across levels of government and with nonprofit and for-profit organizations, nationally and internationally.

Learning outcome 4.1: Students will understand how public, private, and nonprofit organizations are similar and different from one another

Learning outcome 4.2: Students will know how to diagnose problems and develop feasible solutions through the application of theories and frameworks to "real world" problems

> **Where the information is learned:**
> 1. Public Organizations and Management memo 3
> 2. Review of course evaluations (data collected annually)
> 3. Alumni survey (every four years, with next survey in 2014)
>
> **Methods of assessment:**
> Public Organizations and Management memo 3: Analysis of proficiency levels using assignment rubric and MPA skills self-assessment
>
> **Faculty assessment**:
>
> | Below proficient | Proficient | Above Proficient |
> |---|---|---|
> | | | |
>
> **Faculty responsible for assessment:** Soonhee Kim, Ines Mergel, David Van Slyke
>
> **Procedures for using assessments results to improve program**: Faculty working groups meet to discuss direct assessment results, self-assessments, course evaluations other data. Faculty prepare recommendations and share with chair and MPA committee, who then bring to faculty. Revisions to core course teaching methods, assignments and minor course curriculum changes are made by faculty teaching the course. Broader curricular changes must be discussed by the MPA committee and approved by the full faculty.
>
> An MPA Curriculum Committee will be appointed and begin work in Fall 2014. The Curriculum Committee will be charged with overall examination of the MPA Curriculum, including core courses, electives and scheduling.
>
> **Frequency of assessment**: Every two to three years beginning in 2013-14

Recommendations from completed assessments:
The faculty working group found considerable growth over the course of the semester. Beginning in memo one, __% of the students were evaluated as needing work, __% as possessing sufficient competence, while __ students were judged to have a sophisticated application of knowledge. In the second memo, __% of the students were evaluated as needing work, __% as demonstrating sufficient competence, and __% as exhibiting a sophisticated application of knowledge. By the third and final memo, __% were deemed to still need work, __% possessed sufficient competence, and __% were judged to have a sophisticated application of knowledge.

Team case analysis assignments: creation of teams with diverse students will incorporate peer-to-peer practice and feedback on their managerial leadership skills for effective communication and for conflict resolution. Instructions will specifically ask students to reflect on how the cases, theories and analytical frameworks can be used to solve the public sector problems and what the implications of the issues described in one specific case can be generalized to other government organizations. For the elevator speeches students will be instructed to focus on each student's career interest and policy interest (public – federal/state/local, nonprofit; private firm; social, environmental, health, etc.). For memo assignments, selection of cases will illustrate goal complexity, measure diffusion, and stakeholder diversity to reflect the often difficult conditions under which management and governance issues in the public service need to be attuned to relevant issues of environment, structure, culture, management tools, low continuity of leadership tenure, and capacity with respect to managing people, programs, and resources.

Learning outcome 4.3: Students will understand the political and social contexts that shape the practice of public administration,
Learning outcome 4.4: Students will understand the ethical and normative issues that public administrators face as they seek to make effective decisions

Where the information is learned:
1. Public Administration and Democracy Points to Ponder assignment and take-home examination
2. Entry and exit MPA skills self-assessment (data collected annually)
3. Review of course evaluations (data collected annually)
4. Alumni survey (every four years, with next survey in 2014)

Methods of assessment:
Public Administration and Democracy Points to Ponder assignment: Analysis of proficiency levels using assignment rubric and MPA skills self-assessment

Faculty assessment: Points to Ponder

Sub-goal	Below Proficient	Proficient	Above Proficient
Answers reflect knowledge and comprehension of "bureaucratic" and "democratic" values and the tensions between them			
Answers demonstrate understanding and application of public sector values and ethics			
Answers show efforts at higher order reasoning and balancing of competing public sector responsibilities and interests			

Faculty assessment: Take Home Exams

Sub-Goal	Below Proficient	Proficient	Above Proficient
Answers reflect knowledge and comprehension of "bureaucratic" and "democratic" values and the tensions between them			
Answers demonstrate understanding and application of public sector values and ethics			
Answers show efforts at higher order reasoning and balancing of competing public sector responsibilities and interests			

MPA Skills Self-Assessment: Ethics

	Below Proficient	Proficient	Above Proficient
Entry			
Exit			

Faculty responsible for assessment: Renee de Nevers, Tina Nabatchi

Procedures for using assessments results to improve program: Faculty working groups meet to discuss direct assessment results, self-assessments, course evaluations other data. Faculty prepare recommendations and share with chair and MPA committee, who then bring to faculty. Revisions to core course teaching methods, assignments and minor course curriculum changes are made by faculty teaching the course. Broader curricular changes must be discussed by the MPA committee and approved by the full faculty.

An MPA Curriculum Committee will be appointed and begin work in Fall 2014. The Curriculum Committee will be charged with overall examination of the MPA Curriculum, including core courses, electives and scheduling.

Frequency of assessment: Every two to three years beginning in 2013-14

Recommedations from completed assessements:
Faculty were generally satisified with proficiency levels, student self-reported growth and course evaluations. No changes are recommended prior to the MPA curriculum review

Universal competency 5: To communicate and interact productively with a diverse and changing workforce and citizenry

Goal Cited in Mission: The MPA program is grounded in a comprehensive view of public service education that appreciates the need for three areas of mastery: formulating, implementing and evaluating policy; leading and managing organizations with diverse stakeholders; and applying rigorous and evidence-based analysis to inform decision-making.

Learning outcome 5.1: Students will learn how to effectively summarize, appraise, and communicate technical and professional information, through both oral and written media

> **Where the information is learned:**
> 1. Public Organizations and Management presentations and review of presentations (data collected annually)
> 2. Entry and exit MPA skills self-assessment (data collected annually)
> 3. Review of course evaluations (data collected annually)
> 4. Alumni survey (every four years, with next survey in 2014)
>
> **Methods of assessment:**
> Public Organizations and Management presentations and review of presentations: analysis of proficiency levels using assignment rubric and MPA skills self-assessment
>
> **Faculty assessment**: PO&M Presentations and Review of Presentations:
>
> | Below proficient | Proficient | Above Proficient |
> |---|---|---|
> | | | |
>
> **MPA Skills Self-Assessment**: Written Communications
>
> | | Below Proficient | Proficient | Above Proficient |
> |---|---|---|---|
> | Entry | | | |
> | Exit | | | |
>
> **MPA Skills Self-Assessment**: Making Presentations
>
> | | Below Proficient | Proficient | Above Proficient |
> |---|---|---|---|
> | Entry | | | |
> | Exit | | | |
>
> **MPA Skills Self-Assessment:** Using Social Media for Professional Purposes
>
> | | Below Proficient | Proficient | Above Proficient |
> |---|---|---|---|
> | Entry | | | |
> | Exit | | | |
>
> **Faculty responsible for assessment:** Soonhee Kim, Ines Mergel, David Van Slyke
>
> **Procedures for using assessments results to improve program:** Faculty working groups meet to discuss direct assessment results, self-assessments, course evaluations other data. Faculty prepare recommendations and share with chair and MPA committee,

who then bring to the faculty. Revisions to core course teaching methods, assignments and minor course curriculum changes are made by faculty teaching the course. Broader curricular changes must be discussed by the MPA committee and approved by the full faculty.

An MPA Curriculum Committee will be appointed and begin work in Fall 2014. The Curriculum Committee will be charged with overall examination of the MPA Curriculum, including core courses, electives and scheduling.

Frequency of assessment: Every three years beginning in 2013-14

Recommendations from completed assessments:
The faculty working group found considerable growth over the course of the semester. Beginning in memo one, % of the students were evaluated as <u>needing work</u>, % as possessing <u>sufficient competence</u>, while __ students were judged to have a <u>sophisticated application of knowledge</u>. In the second memo, % of the students were evaluated as <u>needing work</u>, % as demonstrating <u>sufficient competence</u>, and % as exhibiting a <u>sophisticated application of knowledge</u>. By the third and final memo, % were deemed to still <u>need work</u>, % possessed <u>sufficient competence</u>, and % were judged to have a <u>sophisticated application of knowledge</u>.

Team case analysis assignments: creation of teams with diverse students will incorporate peer-to-peer practice and feedback on their managerial leadership skills for effective communication and for conflict resolution. Instructions will specifically ask students to reflect on how the cases, theories and analytical frameworks can be used to solve the public sector problems and what the implications of the issues described in one specific case can be generalized to other government organizations. For the elevator speeches students will be instructed to focus on each student's career interest and policy interest (public – federal/state/local, nonprofit; private firm; social, environmental, health, etc.). For memo assignments, selection of cases will illustrate goal complexity, measure diffusion, and stakeholder diversity to reflect the often difficult conditions under which management and governance issues in the public service need to be attuned to relevant issues of environment, structure, culture, management tools, low continuity of leadership tenure, and capacity with respect to managing people, programs, and resources.

Learning outcome 5.2: Students will demonstrate the ability to work productively and collaboratively in diverse teams

Where the information is learned:
1. PAI 753 Executive Leadership activities (to be developed)
2. Entry and exit MPA skills self-assessment (data collected annually)
3. Review of course evaluations (data collected annually)
4. Alumni survey (every four years, with next survey in 2014)

Methods of assessment:

MPA Skills Self-Assessment: Cross-Cultural Understanding

	Below Proficient	Proficient	Above Proficient
Entry			
Exit			

MPA Skills Self-Assessment: Conflict Resolution

	Below Proficient	Proficient	Above Proficient
Entry			
Exit			

Faculty responsible for assessment: Catherine Bertini and Robert Murrett

Frequency of assessment: Every three years beginning in 2014-15

Recommendations to be developed after assessments are completed:

ASSESSMENT IMPLEMENTATION TIMELINE

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Universal competency 1: To lead and manage in public governance	X			X			X
Universal Competency 2: To participate in and contribute to the policy process	X		X			X	
Universal competency 3: To analyze, synthesize, think critically, solve problems and make decisions	X			X			X
Universal competency 4: To articulate and apply a public service perspective	X		X			X	
Universal competency 5: To communicate and interact productively with a diverse and changing workforce and citizenry		X			X		