Session 2:
11:00am-11:50am

Program Evaluation

Explore Potential Strategies

| Faculty › | Curriculum › | Students › | Inclusive Climate › |

Session Facilitators

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Facilitators' Bios

RaJade M. Berry-James, PhD	Calvin C. Johnson, PhD

• **NC State University, School of Public and International Affairs**
• **Associate Professor**
  – **MPA Capstone, Social Equity, Cultural Competence, Program Evaluation**
• **NASPAA Executive Council**
• **NAPA Fellow**
• NASPAA Committee on Diversity, Equity & Inclusion (DEI)
• Chair of COPRA, NASPAA
	• **Visiting Professor, Bowie State University**
	  – **Public Policy Analysis, Evaluation Research**
	• **Deputy Assistant Secretary, Research, Evaluation and Monitoring (HUD)**
	• University of Pennsylvania
	• Executive Office of the Mayor, District of Columbia
	• The Urban Institute
	• PhD, University of MD

Overview

- Consistent with Standard 1.3 Program Evaluation
- Start with Mission
  - Defined program performance goals and objectives
  - Identify and measure outcomes
  - Use results for programmatic Improvements
  - Review ongoing systematic program self-evaluation
  - Strategically manage program resources to support mission performance
- Align program resources to curriculum, activities, and student support to assess student learning outcomes
- The goal is to identify strategic choices to promote **diversity, equity and inclusion** in your program

![NASPAA STANDARDS]

Standard 7 Matching Communications with Mission

Standard 6 Matching Resources with Mission

Standard 5 Matching Operations with Mission: Student Learning

Standard 4 Matching Operations with Mission: Serving Students

Standard 3 Matching Operations with Mission: Faculty Performance

Standard 2 Matching Governance with Mission

Standard 1 Managing the Program Strategically

Visual Roadmap

Engage Stakeholders
Describe the Program
Focus Evaluation Design
Gather Credible Evidence
Justify Conclusions
Ensure Use and Share Lessons

2019 STANDARDS

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2019 STANDARDS

Start Here

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Glossary | Program Evaluation, Direct Measure, & Indirect Measure

- Defined as:

  - **Program Evaluation** is "the systematic collection of information about activities, characteristics, and outcomes of programs to make judgments about the program, improve program effectiveness, and/or inform decisions about future program development" (Patton, 1997).
  - **Direct Measure** is a method of measuring student performance based on a program's mission and goals that entails the assessment of the skills and knowledge demonstrated in the student work and deliverables, including, but not limited to, pre- and post-test of skills or knowledge, standardized exams, portfolio and capstone evaluations. Course grades are not direct measures.
  - **Indirect Measure** is a method of measuring student performance based on a program's mission and goals that entails perceptions, opinions or thoughts regarding student skills and knowledge by various stakeholders, such as through student surveys and self-assessments, student focus groups, alumni surveys and employer surveys.

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Standard 1 | Manage the Program Strategically

1.1 Mission Statement: The program will have a statement of mission that guides performance expectations and their evaluation, including • its purpose and public service values, given the program's particular emphasis on public service • the population of students, employers, and professionals the program intends to serve, and • the contributions it intends to produce to advance the knowledge, research, and practice of public service.

1.2 Performance Expectations: The Program will establish observable program goals, objectives and outcomes, including expectations for student learning, consistent with its mission.

1.3 Program Evaluation: The Program will collect, apply and report information about its performance and its operations to guide the evolution of the Program's mission and the Program's design and continuous improvement with respect to standards two through seven.

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Standard 1 | **Basis of Judgment**

- **Standard 1.1**
  - The Program's mission fits with its degree title (i.e., MPA, MPP, MNM, etc.)
  - The mission statement reflects values of public service.
  - The Program's mission is developed and consistently reviewed, with input from program stakeholders.

- **Standard 1.2**
  - The mission statement endorsed by the Program guides its activities.
  - The Program has developed cleared goals and objectives that are linked to its mission and public service values, and have measurable outcomes.
  - Program goals extend beyond goals specific to student learning.

- **Standard 1.3**
  - The Program's mission and activities bear a clear and compelling relationship to a well-defined community of professionals outside of the University.
  - The Program's defined performance goals, measures of outcomes and programmatic improvements align with its mission and allow for systemic program self-evaluation and strategic management of its resources.
  - The mission and its related goals and objectives help the program's decision-makers, students, and stakeholders and other constituents understand the program and its operations.

Standard 5| Universal Required Competencies

5.1 Universal Required Competencies: As the basis for its curriculum, the program will adopt a set of required competencies determined by its mission and public service values. The required competencies will include five domains: the ability

- To lead and manage in the public interest;
- To participate in, and contribute to, the policy process;
- To analyze, synthesize, think critically, solve problems and make evidence-informed decisions in a complex and dynamic environment;
- To articulate, apply, and advance a public service perspective;
- **To communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large.**

5.2 Mission-Specific Required Competencies: The Program will identify core competencies in other domains necessary and appropriate to implement its mission.

5.3 Mission-Specific Elective Competencies: The Program will define its objectives and competencies for optional concentrations and specializations.

Standard 5 | **Basis of Judgment**

- **Standard 5.1**
  - Programs give all students an opportunity to develop knowledge and skills on each of the five universal required competencies, and are linked to the program mission.
  - For each universal required competency, at least one student learning outcome is established, program must identify its outcome measures – where, what, and how – to include specifying how the analysis of the resulting data has led to programmatic improvement.
  - Aligned with the program's mission, goals, and structure, the student learning assessment process should detail direct and indirect measures, the use of rubric of evaluation, faculty and stakeholder involvement, analysis procedures, and how the analysis is used for overall program improvement.

Template| **Assessment Plan**

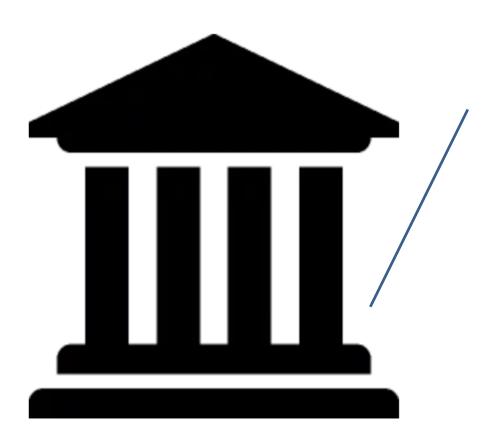| Goal Cited in Mission	Relevant Competency	Student Learning Outcomes	Where Is the Information Learned	Methods of Assessment	Individual(s) Responsible for Assessment Activities	Procedures for Using Assessment Results to Improve Program

Mission Statement | **Review Process Adoption, Modification and Review**

- Students
- Graduates
- Faculty
- Employers
- Practitioners
- Members of Society
- Advisory Council
- Internship Supervisors
- University Stakeholders

Diversity | **Planning and Strategies**

Vision & Mission of the Institution

Program
Public Service Values

Strategic Alignment of Diversity, Equity, and Inclusion Initiatives

Diversity, Equity & Inclusion Accreditation Standards

- **Standard 3.2 Faculty Diversity:** The program will promote equity, diversity and a climate of inclusiveness through its recruitment, retention, and support of faculty members;

- **Standard 4.4 Student Diversity:** The program will promote diversity and a climate of inclusiveness through its recruitment and admissions practices, retention efforts and student support services; and

- **Standard 5.1 Universal Required Competencies:** To communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large.

Diversity, Equity & Inclusion| **Basis of Judgment**

- **Strategy:** Diversity, equity and inclusion activities provide a framework for program evaluation. • Specific goals, steps, and strategies demonstrate evidence of good practice in recruitment, retention, and support of students consistent with its mission and context.

- **Initiative:** Program demonstrates that it appreciates diversity, equity, and inclusion, broadly defined in the context of the program and its mission, as critical in today's workplaces and professional environments. • Program takes steps to acknowledge and eliminate biases and program cultures that impact faculty recruitment, retention and development. • Program's recruitment activities reflect a consideration of diversity (with respect to its mission), through its selection of media, audience, and resourcing; and in the eventual composition of its entering students. • Program provides a supportive and inclusive educational climate for a diverse student population.

- **Evaluation of Effort:** Diversity of full- and part-time faculty, research interests of the faculty, curricular continent and other measures of performance to include program data on recruitment and retention demonstrate adherence to the program's diversity, equity, and inclusion strategies. • Program's data on recruitment and retention demonstrate adherence to the program's diversity, equity and inclusion strategies. • Evidence can be found in the diversity of the student body, curricular content, as well as other measures.

Diversity, Equity & Inclusion Plan **Curricular and Co-curricular Commitments**

- **Description of Department**
  - Describe academic degree programs in the department as well as the mission of the program
  - Identify academically and professionally qualified program faculty as well as resources that support curricular and co-curricular revisions
  - Specify activities, programs, and learning experiences that complement universal required competencies supporting diversity, equity and inclusion as a measureable outcomes

- **Diversity Curricular and Co-curricular Commitments**
  - Evidence found in the diversity of the faculty, research interests of the faculty, curricular content and program's outcomes which measure strategic performance in diversity, equity and inclusion.
  - Program demonstrates efforts that strengthen diversity, equity and a climate of inclusiveness through recruitment and retention initiatives, faculty support, and professional development.
  - Program should implement inclusive practices to eliminate barriers and reduce bias that fully engage faculty in its mission.

Standard 3 | **Faculty Diversity**

Standard 3.2 The Program will promote equity, diversity and a climate of inclusiveness through its recruitment and retention, and support of faculty members. What is your faculty diversity goal? What strategy do you employ? How do you evaluate your initiatives with documentation and evidence?

FACULTY DIVERSITY	Strategy	Initiative	Evaluation of Effort
Recruitment			
Advertising			
Retention Practices			
Campus Climate			
Informal/Formal Mentoring			
Funding			

Standard 4 | **Student Diversity**

Standard 4.4 The program will promote diversity and a climate of inclusiveness through its recruitment, admissions practices and student support services. What is your student diversity goal? What strategy do you employ? How do you evaluate your initiatives with documentation and evidence?

STUDENT DIVERSITY	Strategy	Initiative	Evaluation of Effort
Recruitment			
Financial Support			
Outreach			
Campus Climate			
Admission Practices			
Support Services			

Standard 5 | **Student Learning**

Standard 5.1 The graduate program will prepare students to communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large. What strategy (approach) do you use to prepare students for a diverse and changing workforce? What initiatives (specific changes) do you employ to reach your student learning goal for diversity? How do you evaluate your strategic approach and specific changes with documentation and evidence?

STUDENT LEARNING	Strategy	Initiative	Evaluation of Effort
Curriculum			
Problem Based Learning			
Internships			
Service Learning Projects			
Student Competitions			
Semester Abroad/Spring Break Activity			

Before you leave …

- Are your program goals consistent with the mission of your program?

- Do your goals align with public sector values and the vision for your program?

- In order to reach your goals and objectives, have you thought about how long it would take and what resources your program needs?

- Do your goals describe desired performance? In other words, are they SMART goals (Specific, Measurable, Attainable, Realistic and Timely)?

Peer Examples | Diversity Plans

- **Doha Institute for Graduate Studies**

- **Georgia State University**

- **John Jay College of Criminal Justice – CUNY**

- **North Carolina State University**

- **Syracuse University**

- **University of Colorado, Denver**

- **University of Connecticut**

- **University of Minnesota**

- **University of Washington**

- **Victoria University of Wellington**

- **Villanova University**

- **Virginia Commonwealth University**

Source: NASPAA Peer Examples Assessment Plans, https://www.naspaa.org/accreditation/standards-and-guidance/peer-examples

Thank You!
Join Us for **Session 3**

Accreditation Institute | Session 3: Student Learning Assessment

Calvin Johnson, PhD
Bowie State University
Visiting Professor of Practice

RaJade Berry-James, PhD
North Carolina State University
Associate Professor

🕐 12:00 PM - 12:50 PM EDT on Wednesday, October 14
Add to Calendar ⌄

Accreditation Institute | Session 3: Student Learning Assessment
Keywords

ASSESSMENT

Session 3 **Student Learning Assessment** Details at https://naspaa2020.pathable.co/meetings/virtual/2njYRf9GNSQGz8hbF