It is recommended program assessment results be used to *celebrate achievements of student learning* as well as to *identify potential areas for future curriculum improvement*.

Please email this completed form as an attachment to thatcherk@slu.edu

**CAS PROGRAMS:** Please email this completed form by July 1 to Donna LaVoie lavoiedj@slu.edu

1. Degree Program(s) included in this report: Master of Public Administration (MPA)
2. Department: Political Science
3. School/Center/College: Arts and Sciences
4. Name(s): Robert Cropf
5. Email: cropfra@slu.edu
6. Phone: 314-977-3936

**Instructions:** Please answer the following **five** questions to the best of your ability for each degree program offered within your department.

1. Summarize your **assessment activities** during the past year for each degree program and how this work relates to the established assessment plan (*e.g. what program outcomes were assessed, faculty discussions, new survey design, data collection, revised assessment plans or learning outcomes, etc.*). Please include how Madrid courses/program were involved.

   The MPA program is accredited by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA). NASPAA requires that program learning outcomes be organized according to their “universal competencies.” In the fall 2015, the MPA program assessed student learning outcomes associated with two of NASPAA’s universal required competencies: 1) To articulate and apply a public service perspective and 2) Communicate and interact with a diverse workforce and citizenry. The two courses in which the student learning outcomes were assessed were Organizational Theory and Behavior and Administrative Law; both are core courses for the MPA program. There were 5 MPA students in Organizational Theory and 7 MPA students were in Administrative Law.

   Faculty teaching those two courses answered these questions and reported the results to the program director.
   1. How did your course contribute to this goal? What did you do to develop these skills in students?
   2. How well prepared were students coming into the class?
   3. How well did student accomplish this goal by the end of class? What tactics were effective in building student skills?
4. How might the department help students better accomplish these goals?

They were also asked to submit information on how many students met, exceeded or did not meet expectations in terms of specific learning objectives. The rubric used to assess individual student outcomes is attached at the end of this report.

2. Describe specific **assessment findings** related to the **learning outcomes** assessed for each degree program, including any pertinent context surrounding the findings. Please include the **learning outcomes themselves**. (e.g. Our goal was that 75% of students performed at the “proficient” level of competency in problem solving, using a new scoring rubric. 81% of students performed at the “proficient” level in problem solving, exceeding our expectations.) Do not include student-level data. Data included in this report should be in aggregate. Please include how Madrid courses/program were involved.

**Summary of Student Learning Outcomes by Class (fall 2015)**

1. To articulate and apply a public service perspective.

Administrative Law: All of the students met or exceeded expectations for both performance areas included in this universal required competency.

Organizational Theory: All of the students met or exceeded expectations for this universal required competency (no breakdown by performance area).

2. Communicate and interact with a diverse workforce and citizenry.

Administrative Law: All of the students met or exceeded expectations for the three performance areas. Every student exceeded expectations for “student regularly identifies how a person’s background or social position affects preferences and beliefs” and “student is alert to the variety of perspectives present and tries to integrate or compare them.” Six students exceeded expectations and one student met expectations for “student is able to effectively affect the work of the group, even when not in an assigned leadership position.”

Digging inside the data, however, one finds that a majority of the students only met expectations in terms of professional communication skills (e.g., speaking clearly, no grammatical errors, etc.). This indicates an area where more work needs to be done.

Organizational Theory: Four of the students met or exceeded expectations. One student failed to meet expectations. All of the students showed an ability to interact with diverse viewpoints.

Students needed guidance in speaking clearly and succinctly summarizing their points to develop more persuasive arguments. As with Administrative Law, the results for this course indicate that we need to more consciously address the art of persuasion and presentation.
No MPA courses are taught in Madrid.

Summary of Student Learning Outcomes by Class (spring 2016)

1. Analyze, synthesize, think critically, solve problems, and make decisions.

Capstone: Generally, all of the students met or exceeded expectations for the 5 performance areas. One student did poorly on two performance areas.

2. Communicate and interact productively with diverse and changing workforce.

Capstone: All of the students met expectations for the performance area.

3. Lead and manage in public governance.

Capstone: All of the students met expectations for the performance area.

4. Communicate and interact productively with diverse and changing workforce.

Capstone: All of the students met expectations for the performance area.

5. Participate in and contribute to policy process.

Capstone: All of the students exceeded expectations in the two performance areas.

One student of the four who submitted and presented capstones in the spring did poorly on two performance areas in the first learning outcome listed above. The two are related to important research skills, namely, 1) Students will demonstrate a capacity for critical thinking through the development of coherent, logically supported arguments, both written and oral; and 2) student will be able to bring methodological considerations to bear on substantive arguments put forth by peers and others. Although the other students met or exceeded expectations for these two performance areas, the program should still pay serious attention to bolstering in core courses critical thinking, developing logical argumentation, expressed both in writing and orally as well as emphasizing training in research methods as a means to support their own arguments and analyze those of others.

*Please attach any tables, graphics, or charts to the end of this report.

3. Describe how assessment feedback has been provided to students, faculty, and staff. (e.g. report for faculty, executive summary for the dean, web page for students, alumni newsletter, discussion with students in class or club event, etc.)

Assessment feedback has been provided to faculty by means of a summary prepared by the program director. A summary of 2014-2015 assessment results was discussed at the fall 2015 retreat. The summary of the Fall 2015 assessment results was discussed at the first MPA Core Faculty meeting in February 2016. Both summaries, as part of the self-study report and subsequent documents, were shared with the dean, provost, and the Advisory Board. Students will be informed of the assessment summaries by web page.
4. In what ways have you used assessment findings to celebrate student achievements and/or to improve the curriculum this past year? (e.g. prizes to students, hosting student parties, changes to curriculum, student projects, learning goals, assessment strategies, etc.)

At the February meeting several options were discussed regarding the best way to address student deficiencies in verbal communication. The strategy that was agreed upon includes incorporating into the core courses opportunities to practice public speaking before the final presentation and asking alumni whose positions require extensive public speaking to guest lecture on the topic.

5. Describe any changes to your assessment plans, or any challenges or educational experiences with the assessment process this past year that you would like to share.

During AY 2015–16, the MPA program underwent external review for reaccreditation with NASPAA (Network of Schools of Public Policy, Affairs, and Administration). As part of this process, the program expended considerable effort on its assessment processes. New rubrics were developed, and a comprehensive plan was developed for the first time. While the external visitors felt there was room for improvement in the program’s assessment processes, particularly in making sure that the rubrics were capturing the required skills, they were largely satisfied with the progress we had made.

The program recently received comments from Kathleen Thatcher on its proposed Program Assessment Plan. During Summer 2016, members of the program will meet with Kathleen Thatcher and revise the plan. The revised plan will be submitted in September 2016.

NASPAA requires that program learning outcomes be organized according to their “universal competencies,” and that all outcomes be assessed within a 5-year period. 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.”

Please submit any revised/updated assessment plans to the University Assessment Coordinator along with this report.

Rubric used to evaluate learning outcomes in Administrative Law and Organizational Theory.

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:__________________

<table>
<thead>
<tr>
<th>Performance area</th>
<th>Exceeds Expectations (3)</th>
<th>Meets Expectations (2)</th>
<th>Does not Meet Expectations (1)</th>
<th>SCORE</th>
</tr>
</thead>
</table>


| **To articulate and apply a public service perspective** | **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.** |
| **Communicate and interact with a diverse workforce and citizenry** | **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.** |
| **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.** |
| **12. Demonstrate appreciation for diverse identities and perspectives** | **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.** |
| **13. Recognize the importance of treating all people with trust, dignity, and respect** | **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** |
| **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.** |
Rubric used to evaluate learning outcomes in the Capstone.

Instructor: Gilsinan/Cropf/Warren
Student Name:

Objectives of MPA Capstone

<table>
<thead>
<tr>
<th>Five Universal Required Competencies</th>
<th>Learning outcome for capstone</th>
<th>Where, when, and how monitored</th>
<th>Observations of Student Performance</th>
</tr>
</thead>
</table>
| Analyze, synthesize, think critically, solve problems, and make decisions | Students will demonstrate an understanding of basic public administration concepts relevant to their coursework. | Capstone Paper and Presentation | Student was:  
___ Excellent  
___ Good  
___ Satisfactory  
___ Poor |
| | The student will conceive and conduct an original research project based on either an internship or work-related experience. | Capstone Paper | Student was:  
___ Excellent  
___ Good  
___ Satisfactory  
___ Poor |
| | Students will demonstrate an ability to analyze administrative, organizational, or policy processes/procedures in a systematic fashion. | Capstone Paper and Presentation | Student was:  
___ Excellent  
___ Good  
___ Satisfactory  
___ Poor |
| | Students will demonstrate a facility for evaluating competing theoretical frameworks and explanations for administrative/organization phenomena. | Capstone Paper and Presentation | Student was:  
___ Excellent  
___ Good  
___ Satisfactory  
___ Poor |
| | Students will demonstrate a capacity for critical thinking through the development of coherent, logically supported arguments, both written and oral. | Capstone Paper and Presentation | Student was:  
___ Excellent  
___ Good  
___ Satisfactory  
___ Poor |
| | The student will be able to bring methodological considerations to bear on substantive arguments put forth by peers and others. | Capstone Paper and Presentation | Student was:  
___ Excellent  
___ Good  
___ Satisfactory  
___ Poor |
| Communicate and interact productively with diverse and changing workforce | Students will interact with people of different political and social viewpoints. | Internship NA | Student was:  
___ Excellent  
___ Good  
___ Satisfactory  
___ Poor |
| | Students will be sensitive to how group values include or exclude particular populations. | Internship NA | Student was:  
___ Excellent  
___ Good |
<table>
<thead>
<tr>
<th>Five Universal Required Competencies</th>
<th>Learning outcome for capstone</th>
<th>Where, when, and how monitored</th>
<th>Observations of Student Performance</th>
</tr>
</thead>
</table>
| **Lead and manage in public governance** | Students will demonstrate an awareness and appreciation of diverse viewpoints in their analysis of organizational decision-making or the policy process. | Capstone Paper and Presentation | Student was:  
  _Excellent_  
  _Good_  
  _Satisfactory_  
  _Poor_ |
| | Students will examine the consequences of the choices made by administrators, leaders, and citizens. | Capstone Paper and Presentation | Student was:  
  _Excellent_  
  _Good_  
  _Satisfactory_  
  _Poor_ |
| | Students will demonstrate attention to the roles of individuals in maintaining or changing organizational systems or policy processes. | InternshipNA | Student was:  
  _Excellent_  
  _Good_  
  _Satisfactory_  
  _Poor_ |
| | Students will be sensitive to the cultural and collective features that link leaders, followers, administrators, and employees. | InternshipNA | Student was:  
  _Excellent_  
  _Good_  
  _Satisfactory_  
  _Poor_ |
| **Articulate and apply a public service perspective** | The student will be sensitive to how our personal values and beliefs influence how we interpret the workplace environment and the policy process. | InternshipNA | Student was:  
  _Excellent_  
  _Good_  
  _Satisfactory_  
  _Poor_ |
| | The student will demonstrate awareness of the democratic values that form the foundation of our society. | InternshipNA | Student was:  
  _Excellent_  
  _Good_  
  _Satisfactory_  
  _Poor_ |
| | The student will demonstrate the ability to discern the public interest in an organizational or policy problem and to express that interest verbally and in writing. | InternshipNA | Student was:  
  _Excellent_  
  _Good_  
  _Satisfactory_  
  _Poor_ |
| **Participate in and contribute to policy process** | The student will appreciate the nature and importance of honesty in research and ethical action in the policy process. | Capstone Paper and Presentation | Student was:  
  _Excellent_  
  _Good_  
  _Satisfactory_  
  _Poor_ |
| | The student will demonstrate active involvement in a policy or administrative organization through the Capstone. | Capstone Paper and Presentation | Student was:  
  _Excellent_  
  _Good_  
  _Satisfactory_  
  _Poor_ |