

# Program Assessment Plan

## American University

### Academic Program: SPA: Key Executive Leadership - MPA

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**Unit's Primary Department:** Public Admin/Policy

**Learning Outcome: Identify and Address Problem**

Students will apply substantive knowledge they have acquired in the classroom to identify and address a problem in their organization.

**Outcome Year:** 2010-2011  
2011-2012

**Start Date:** 11/01/2010

**Outcome Status:** Active Learning Outcome

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
<p>Direct:</p> <p>In their action learning paper, students identify a minimum of four courses with at least four references to books, articles, or scholarly readings for each course that they applied while conducting their capstone action-learning project. The review focuses on the answers to the following questions in the paper:</p> <p>D) What was I blind to? What do I still need to learn? K) What behavioral evidence can I bring to support my claims? H) To what extent did I re-frame the presenting problem? Why? To what extent did I resolve my problem? What specific actions did I take? What else do I need to do to resolve the problem? And the following questions in their oral presentation to determine the depth of learning and understanding of the subject matter and how the knowledge is applied to the action-learning project:</p> <p>C) How did my values, assumptions, beliefs, and expectations influence the data I saw, the decisions I made, and the results I achieved? D) What was I blind to? What do I still need to learn?</p> <p><b>Measure Type:</b> Final Paper/ Final Project</p>	<p>Each student's capstone action-learning thirty-page paper consisting of the answers to eighteen questions and oral presentation consisting of the answers to fifteen questions is reviewed and graded on whether the learning outcome has been achieved.</p>	<p>A committee of the faculty and Key Executive Advisory Board will review student papers, student evaluations of courses and professors, and student exit evaluations every fourth year, beginning in year 1, and make recommendations to the Program Director and Chair of the Department of Public Administration on whether Measure 1 is being met. The Program faculty will meet to consider the recommendations.</p>	Yes
<p>Direct:</p> <p>Students will demonstrate their ability to lead others based on the evidence that those led are willing to ask questions about their own beliefs, assumptions, perspectives and behaviors, and the actions the team took to resolve the identified problem. The review focuses on the following questions for the paper:</p> <p>C) How did my values, assumptions, beliefs, and expectations influence the data I saw, the decisions I made, and the results I achieved? M) What conditions would make action learning more likely to be adopted by other managers or executives in this organization? And on the following questions in the oral presentation:</p> <p>H) To what extent did I re-frame the presenting problem? Why? To what extent did I resolve my problem? What specific actions did I take? What else do I need to do to resolve the problem? I) What did I learn about the structure, people, politics, and culture of the organization?</p> <p><b>Measure Type:</b> Final Paper/ Final Project</p>	<p>Each student's capstone action-learning thirty page paper consisting of the answers to eighteen questions and oral presentation consisting of the answer to fifteen questions is reviewed and graded on whether the learning outcome has been achieved.</p>	<p>A committee of the Faculty and Key Executive Advisory Board will review student papers to examine what recommendations from the student-led action learning team where implemented, and make recommendations to the Program Director and the Chair of the Department of Public Administration every fourth year, beginning in year 4 on whether Measure 4 is being met. The Program faculty will meet to consider the recommendations.</p>	Yes
<p>Indirect:</p> <p>Students are surveyed at the conclusion of each class and at the conclusion of the program on each of the learning outcomes.</p>	<p>No target identified.</p>	<p>At end of each class and at the conclusion of the program.</p>	Yes

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
<b>Measure Type:</b> Survey			

**Learning Outcome: Work and Learn Collaboratively**

Students will work and learn collaboratively as they address a problem in their organization and meet my two identified development goals.

**Outcome Year:** 2010-2011  
2011-2012

**Start Date:** 11/01/2010

**Outcome Status:** Active Learning Outcome

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
Direct: Students will demonstrate their ability to work and learn collaboratively based on an identification of what they learned and how they changed while teaching the action learning model to the student assembled team working on an organizational problem defined in collaboration with an organizational sponsor. The reviewer focuses on the identified questions associated with the paper. <b>Measure Type:</b> Presentation	Each student's capstone action-learning thirty page paper consisting of the answers to eighteen questions and oral presentation of the answers to fifteen questions is reviewed and graded on whether the learning outcome has been achieved.	A committee of the Faculty and Key Executive Advisory Board will review student papers to examine what they learned and how they changed while teaching the action learning model to the student assembled team working an organizational problem defined in collaboration with an organizational sponsor every fourth year, beginning in year 2, and make recommendations to the Program Director and the Chair of the Department of Public Administration on whether Measure 2 is being met. The Program faculty will meet to consider the recommendation.	Yes
Direct: Students will demonstrate their ability to lead others based on the evidence that those led are willing to ask questions about their own beliefs, assumptions, perspectives and behaviors, and the actions the team took to resolve the identified problem. The review focuses on the following questions for the paper: C) How did my values, assumptions, beliefs, and expectations influence the data I saw, the decisions I made, and the results I achieved? M) What conditions would make action learning more likely to be adopted by other managers or executives in this organization? And on the following questions in the oral presentation: H) To what extent did I re-frame the presenting problem? Why? To what extent did I resolve my problem? What specific actions did I take? What else do I need to do to resolve the problem? I) What did I learn about the structure, people, politics, and culture of the organization? <b>Measure Type:</b> Final Paper/ Final Project	Each student's capstone action-learning thirty page paper consisting of the answers to eighteen questions and oral presentation consisting of the answer to fifteen questions is reviewed and graded on whether the learning outcome has been achieved.	A committee of the Faculty and Key Executive Advisory Board will review student papers to examine what recommendations from the student-led action learning team where implemented, and make recommendations to the Program Director and the Chair of the Department of Public Administration every fourth year, beginning in year 4 on whether Measure 4 is being met. The Program faculty will meet to consider the recommendations.	Yes
Indirect: Students are surveyed at the conclusion of each class and at the conclusion of the program on each of the learning outcomes. <b>Measure Type:</b> Survey	No target identified.	At end of each class and at the conclusion of the program.	Yes

**Learning Outcome: Changed Behavior**

Students will state examples of how their behavior changed as they addressed a problem in their organization.

**Outcome Year:** 2010-2011  
2011-2012

**Start Date:** 11/01/2010

**Outcome Status:** Active Learning Outcome

<b>Assessment Plan</b>			
<b>Assessment Measure</b>	<b>Target</b>	<b>Schedule/Cycle</b>	<b>Active</b>
<p>Direct: Students will demonstrate their ability to change their behavior as they address a problem in their organization based on a description of what students learned about themselves and a description of the behavioral evidence describing how the student changed to become a better learning and teaching leader. The review focuses on the answer to identify questions in the paper, and identified questions in the oral presentation.</p> <p><b>Measure Type:</b> Final Paper/ Final Project</p>	<p>Each student's capstone action-learning thirty page paper consisting of the answers to eighteen questions and oral presentation consisting of the answer to fifteen questions is reviewed and graded on whether the learning outcome has been achieved.</p>	<p>Each student receives a written evaluation of the written paper and oral presentation from a member of the faculty in the program. A committee of the Faculty and Key Executive Advisory Board will review student papers to examine what students learned about themselves and a description of the behavioral evidence describing how the student changed to become a better learning and teaching leader and make recommendations to the Program Director and the Chair of the Department of Public Administration every fourth year, beginning in year 3, on whether Measure 3 is being met. The Program faculty will meet to consider the recommendations.</p>	Yes
<p>Direct: Students will demonstrate their ability to lead others based on the evidence that those led are willing to ask questions about their own beliefs, assumptions, perspectives and behaviors, and the actions the team took to resolve the identified problem. The review focuses on the following questions for the paper: C) How did my values, assumptions, beliefs, and expectations influence the data I saw, the decisions I made, and the results I achieved? M) What conditions would make action learning more likely to be adopted by other managers or executives in this organization? And on the following questions in the oral presentation: H) To what extent did I re-frame the presenting problem? Why? To what extent did I resolve my problem? What specific actions did I take? What else do I need to do to resolve the problem? I) What did I learn about the structure, people, politics, and culture of the organization?</p> <p><b>Measure Type:</b> Final Paper/ Final Project</p>	<p>Each student's capstone action-learning thirty page paper consisting of the answers to eighteen questions and oral presentation consisting of the answer to fifteen questions is reviewed and graded on whether the learning outcome has been achieved.</p>	<p>A committee of the Faculty and Key Executive Advisory Board will review student papers to examine what recommendations from the student-led action learning team where implemented, and make recommendations to the Program Director and the Chair of the Department of Public Administration every fourth year, beginning in year 4 on whether Measure 4 is being met. The Program faculty will meet to consider the recommendations.</p>	Yes
<p>Indirect: Students are surveyed at the conclusion of each class and at the conclusion of the program on each of the learning outcomes.</p> <p><b>Measure Type:</b> Survey</p>	<p>No target identified.</p>	<p>At end of each class and at the conclusion of the program.</p>	Yes

## Learning Outcome: Leadership Skills

Students will describe how they used their leadership skills to accomplish the tasks in Outcome 1 (Identify and Address Problem), Outcome 2 (Work and Learn Collaboratively), Outcome 3 (Changed Behavior).

**Outcome Year:** 2010-2011  
2011-2012

**Start Date:** 11/01/2010

**Outcome Status:** Active Learning Outcome

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
<p>Direct: Students will demonstrate their ability to lead others based on the evidence that those led are willing to ask questions about their own beliefs, assumptions, perspectives and behaviors, and the actions the team took to resolve the identified problem. The review focuses on the following questions for the paper: C) How did my values, assumptions, beliefs, and expectations influence the data I saw, the decisions I made, and the results I achieved? M) What conditions would make action learning more likely to be adopted by other managers or executives in this organization? And on the following questions in the oral presentation: H) To what extent did I re-frame the presenting problem? Why? To what extent did I resolve my problem? What specific actions did I take? What else do I need to do to resolve the problem? I) What did I learn about the structure, people, politics, and culture of the organization?</p> <p><b>Measure Type:</b> Final Paper/ Final Project</p>	<p>Each student's capstone action-learning thirty page paper consisting of the answers to eighteen questions and oral presentation consisting of the answer to fifteen questions is reviewed and graded on whether the learning outcome has been achieved.</p>	<p>A committee of the Faculty and Key Executive Advisory Board will review student papers to examine what recommendations from the student-led action learning team where implemented, and make recommendations to the Program Director and the Chair of the Department of Public Administration every fourth year, beginning in year 4 on whether Measure 4 is being met. The Program faculty will meet to consider the recommendations.</p>	Yes
<p>Indirect: Students are surveyed at the conclusion of each class and at the conclusion of the program on each of the learning outcomes.</p> <p><b>Measure Type:</b> Survey</p>	<p>No target identified.</p>	<p>At end of each class and at the conclusion of the program.</p>	Yes