



Public Administration: Key Executive Leadership (M.P.A.)

Department Website: <http://www.american.edu/spa/key/index.cfm>

1. Learning Outcomes

- A. Students will apply the substantive knowledge they have acquired in the classroom to identify and address a problem in their organization.
- B. Students will work and learn collaboratively as they address a problem in their organization and meet my two identified development goals
- C. Students will state examples of how their behavior changed as they addressed a problem in their organization.
- D. Students will describe how they used their leadership skills to accomplish the tasks in A, B, and C above.

2. Assessment Plan

Action Learning Paper: Each student as part of a capstone project is required to identify a challenging, long-standing, unresolved problem in the organization; obtain an organization sponsor to support a team to develop recommendations to address and resolve the problem; specifically define the problem with the organization sponsor; recruit and train 5-7 colleagues to use the action-learning model; using the action learning model, develop and present recommendations to address and resolve the problem to the organization; and submit a 30 page paper responding to the following questions:

- A. During this project, what did I learn about myself?
- B. How did these learnings evolve over the course of the project?
- 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?
- E. To what extent did I meet my two identified personal development goals?
- F. How did my relationship with my direct manager and organizational sponsor evolve over the course of the project?
- G. What did I learn while teaching the action-learning model to my team?
- H. To what extent did I reframe 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?
- J. In what specific ways did I grow or change as a teaching leader? What behavioral evidence can I bring to support my claims?
- K. What behavioral evidence can I bring to support my claims?
- L. Which courses did I draw on in the process of conducting this project? At least four courses will be identified. Specifically, how did I apply these courses to the project? (For each of the courses, I will provide at least four references to the books, articles, or scholarly readings I used for that course. No all books, articles or reading need to be cited, but the minimum number of references or citations in my written report will be sixteen.
- M. What conditions would make action learning more likely to be adopted by other managers or executives in this organization?

In addition students are required to make an oral presentation of 30 minutes to their colleagues in the cohort and the professors in the program responding to a set of 15 questions. Following the oral presentations students are questioned on their presentation for 15-30 minutes.

Measures	Target	Learning Outcomes	Cycle and Reviewers
<p>Direct: 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 questions D, K and H in the paper, and questions C and D in the 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>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>Students will apply the substantive knowledge they have acquired in the classroom to address a problem in their organization.</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 the Chair of the Department of Public Administration on whether Measure 1 is being met. The Program faculty will meet to consider the recommendations.</p>
<p>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 review focuses on the identified questions associated with the paper.</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>Students will work and learn collaboratively as they address a problem in their organization.</p>	<p>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</p>

			Administration on whether Measure 2 is being met. The Program faculty will meet to consider the recommendations.
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 answers to identified questions in the paper, and identified questions in the oral presentation.	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.	Students will exhibit an ability to change their behavior as they address a problem in their organization.	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>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 answers to questions C and M in the paper, and questions H and I in the oral presentation.</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>Students will exhibit an ability to lead others to apply the substantive knowledge students have acquired in the class room to address a problem in their organization, lead others to work and learn collaboratively as they address a problem in their organization, and lead others to choose to change their behavior as they address a problem in their organization.</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 were 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>
<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>			