

Program Assessment Plan
 American University
 Academic Program: SPA: Public Administration - MPA

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Contact Person for Jocelyn Johnston

Assessment:

Unit Website Address: www.american.edu/spa/dpap/

Unit's Primary Department: Public Admin/Policy

COLA Reader -1: Kimberly Cowell-Meyers

COLA Reader -2: Chana Barron

Learning Outcome: Manage Organizations

Graduating students will demonstrate the capacity to manage public service organizations and/ or organizations related to the public sector (e.g., nonprofit agencies and private contractors).

Outcome Year: 2010-2011

Start Date: 11/01/2010

Outcome Status: Active Learning Outcome

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
<p>Performance in MPA capstone course, as assessed by faculty responsible for teaching the course. Measure includes assessment of all assignments for each student, for all students.</p> <p>Knowledge, tools, and values tested vary from semester to semester, but students understand that all elements of core coursework can be tested.</p> <p>Extensive use of case studies are used, as is group work, individual presentations, problem diagnostic exercises, and presentation of individual and group recommendations.</p> <p>Students are evaluated in terms of their abilities to use quantitative analytical tools, for their ability to define and address administrative problems in light of democratic constitutional values, for their ethical sensitivities, for their ability to synthesize materials from a variety of classes, to show their mastery as they apply them to real world situations, and for their ability to engage in presenting evidence, argument, and persuasion in putting their analyses and recommendations in written and oral individual and group presentations.</p> <p>To measure personal growth and development in the program, as well as to afford data for subsequent MPA program development, students must satisfactorily complete a reflective essay (10-12 pages in length) analyzing the impact of the MPA curriculum and experience on their professional development. As noted later, these essays also become part of our program development exercise each year, identifying patterns of strengths and weaknesses.</p> <p>Measure Type: Final Paper/ Final Project</p>	<p>80% of students meet overall standards established in MPA capstone course (B or better). Students must be able to demonstrate and apply various concepts, tools, and values learned throughout their MPA coursework.</p>	<p>Once per year, capstone faculty will meet to review measures/ data and assess performance in the context of DPAP specified learning outcomes. Capstone faculty will formulate recommendations, as appropriate, to alter course and teaching materials in order to maintain achievement of learning outcomes.</p> <p>Measure includes discussions of student work on various projects and applied assignments and overall faculty impression of student performance.</p> <p>Data on student performance in the capstone course will be reported annually in a regularly scheduled general faculty meeting dedicated to assessment.</p> <p>Faculty responsible for teaching the capstone course will report performance data annually to the department at large. Action will be recommended at that time, based on faculty decisions, if performance problems are evident.</p> <p>Assessment of learning outcomes will occur annually, in this faculty assessment meeting.</p>	<p>Yes</p>

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
<p>Students complete an exit survey designed, in part, to assess the extent to which their MPA courses met the learning outcomes outlined, including the capacity to manage public service organizations.</p> <p>Measure Type: Survey</p>	<p>75% of students are perceived by capstone instructors as prepared to do organizational analysis and understand the internal and external environment of public and nonprofit agencies, related institutions, and constitutional values.</p>	<p>Student exit survey data collected each semester. Students complete the exit survey in the weeks prior to their graduation. Survey data is reviewed by the Exit Survey coordinator (previously Johnston and now Amirkanyan) and DPAP Chair. Data on exit surveys is made available and reported annually in a regularly scheduled faculty meeting dedicated to assessment. During the annual meeting, faculty will assess outcomes and student performance, and will recommend remedial action as necessary (e.g., revise curriculum to better address specific weaknesses, etc.).</p>	Yes

Learning Outcome: Understand Public Policy Environments

Graduating students will demonstrate the capacity to understand the public policy environments in which such organizations function and which they effect and take these conditions into account in administrative actions.

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Start Date: 11/01/2010

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Assessment Plan			
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<p>Performance in MPA capstone course, as assessed by faculty responsible for teaching the course. Measure includes assessment of all assignments for each student, for all students.</p> <p>Knowledge, tools, and values tested vary from semester to semester, but students understand that all elements of core coursework can be tested.</p> <p>Extensive use of case studies are used, as is group work, individual presentations, problem diagnostic exercises, and presentation of individual and group recommendations.</p> <p>Students are evaluated in terms of their abilities to use quantitative analytical tools, for their ability to define and address administrative problems in light of democratic constitutional values, for their ethical sensitivities, for their ability to synthesize materials from a variety of classes, to show their mastery as they apply them to real world situations, and for their ability to engage in presenting evidence, argument, and persuasion in putting their analyses and recommendations in written and oral individual and group presentations.</p> <p>To measure personal growth and development in the program, as well as to afford data for subsequent MPA program development, students must satisfactorily complete a reflective essay (10-12 pages in length) analyzing the impact of the MPA curriculum and experience on their professional development. As noted later, these essays also become part of our program development exercise each year, identifying patterns of strengths</p>	<p>80% of students meet overall standards established in MPA capstone course (B or better). Students must be able to demonstrate and apply various concepts, tools, and values learned throughout their MPA coursework.</p>	<p>Once per year, capstone faculty will meet to review measures/ data and assess performance in the context of DPAP specified learning outcomes. Capstone faculty will formulate recommendations, as appropriate, to alter course and teaching materials in order to maintain achievement of learning outcomes.</p> <p>Measure includes discussions of student work on various projects and applied assignments and overall faculty impression of student performance.</p> <p>Data on student performance in the capstone course will be reported annually in a regularly scheduled general faculty meeting dedicated to assessment.</p> <p>Faculty responsible for teaching the capstone course will report performance data annually to the</p>	Yes

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
<p>and weaknesses.</p> <p>Measure Type: Final Paper/ Final Project</p>		<p>department at large. Action will be recommended at that time, based on faculty decisions, if performance problems are evident.</p> <p>Assessment of learning outcomes will occur annually, in this faculty assessment meeting.</p>	
<p>Students complete an exit survey designed, in part, to assess the extent to which their MPA courses met the learning outcomes outlined, and to convey their perceptions of their capacity to understand the public policy environments in which organizations function. Students also complete a reflective essay to help us assess their perceptions of the value of the program to their professional development, and also their perceptions of program strengths and weaknesses.</p> <p>Measure Type: Survey</p>	<p>70% of students report that the courses prepared them for entry into the field (many are already in the workforce).</p>	<p>Student exit survey data collected each semester. Students complete the exit survey in the weeks prior to their graduation.</p> <p>Survey data is reviewed by the Exit Survey coordinator (previously Johnston and now Amirkanyan) and DPAP Chair.</p> <p>Data on exit surveys is made available and reported annually in a regularly scheduled faculty meeting dedicated to assessment. During the annual meeting, faculty will assess outcomes and student performance, and will recommend remedial action as necessary (e.g., revise curriculum to better address specific weaknesses, etc.).</p>	Yes

Learning Outcome: Administrative and Policy Decisions

Graduating students will demonstrate the capacity to apply quantitative and qualitative analytic techniques in order to enhance administrative and policy decisions that advance the values cherished by citizens in a democratic republic, including efficiency, economy, effectiveness, responsiveness, representativeness, constitutional values, and substantive and procedural due process, and ethical behavior.

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Assessment Measure	Target	Schedule/Cycle	Active
<p>values, for their ethical sensitivities, for their ability to synthesize materials from a variety of classes, to show their mastery as they apply them to real world situations, and for their ability to engage in presenting evidence, argument, and persuasion in putting their analyses and recommendations in written and oral individual and group presentations.</p> <p>To measure personal growth and development in the program, as well as to afford data for subsequent MPA program development, students must satisfactorily complete a reflective essay (10-12 pages in length) analyzing the impact of the MPA curriculum and experience on their professional development. As noted later, these essays also become part of our program development exercise each year, identifying patterns of strengths and weaknesses.</p> <p>Measure Type: Final Paper/ Final Project</p>		<p>and applied assignments and overall faculty impression of student performance.</p> <p>Data on student performance in the capstone course will be reported annually in a regularly scheduled general faculty meeting dedicated to assessment.</p> <p>Faculty responsible for teaching the capstone course will report performance data annually to the department at large. Action will be recommended at that time, based on faculty decisions, if performance problems are evident.</p> <p>Assessment of learning outcomes will occur annually, in this faculty assessment meeting.</p>	
<p>Students complete an exit survey designed, in part, to assess the extent to which their MPA courses met the learning outcomes outlined above, and to convey their perceptions of their preparedness to enter the profession.</p> <p>Students also complete a reflective essay to help us assess their perceptions of the value of the program to their professional development, and also their perceptions of program strengths and weaknesses.</p> <p>Measure Type: Survey</p>	<p>70% of students report that the courses prepared them for entry into the field (many are already in the workforce).</p>	<p>Student exit survey data collected each semester. Students complete the exit survey in the weeks prior to their graduation.</p> <p>Survey data is reviewed by the Exit Survey coordinator (previously Johnston and now Amirkanyan) and DPAP Chair.</p> <p>Data on exit surveys is made available and reported annually in a regularly scheduled faculty meeting dedicated to assessment. During the annual meeting, faculty will assess outcomes and student performance, and will recommend remedial action as necessary (e.g., revise curriculum to better address specific weaknesses, etc.).</p>	<p>Yes</p>
<p>Satisfactory completion of all assignments for PUAD-605, Problem Solving for Managers. Assignments in PUAD-605 require students to apply quantitative techniques to address administrative techniques to address administrative/ policy decision making situations.</p> <p>Measure Type: Written Assignment</p>	<p>Satisfactory completion (80% B or better) of PUAD-605, Problem Solving for Managers. This course equips students with techniques and strategies to enhance their analytic and decision making skills, and to facilitate their interpretation of statistics and statistical reports, studies, evaluations, etc., in administrative work and in the creation or implementation of public policies.</p>	<p>PUAD-605 performance data is collected by capstone faculty each semester, and is reviewed and assessed in the in annual PUAD-605 faculty assessment meeting. Measure includes student grades and overall faculty impression of student performance.</p> <p>Once per year, PUAD-605 faculty will meet to review measures/ data and assess performance in the context of DPAP specified</p>	<p>Yes</p>

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Assessment Measure	Target	Schedule/Cycle	Active
	<p>Satisfactory completion of assignments in PUAD-605, which require the application of quantitative techniques in administrative/ policy decision making.</p> <p>A passing grade is required for credit and for satisfactory completion of this course.</p>	<p>learning outcomes. Faculty will make recommendations, as appropriate, to alter course and teaching materials in order to maintain achievement of learning outcomes.</p> <p>Faculty responsible for teaching PUAD-605 will also report performance data annually to the department at large. Action will be recommended at that time, based on faculty decisions, if performance problems are evident.</p> <p>Assessment of learning outcomes will occur annually, in this faculty assessment meeting.</p>	

Related Courses

- PUAD-605 - Problem Solving for Managers

Learning Outcome: Propose Recommendations

Graduating students will demonstrate the capacity to analyze a real administrative issue facing a local, state, federal, or international public, nonprofit, or nongovernmental organization and/ or evaluate and analyze relevant managerial or administrative problem(s) and to propose recommendations that balance value tradeoffs.

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Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
development exercise each year, identifying patterns of strengths and weaknesses. Measure Type: Final Paper/ Final Project		performance data annually to the department at large. Action will be recommended at that time, based on faculty decisions, if performance problems are evident. Assessment of learning outcomes will occur annually, in this faculty assessment meeting.	

Students complete an exit survey designed, in part, to assess the extent to which their MPA courses met the learning outcomes outlined above, and to convey their perceptions of their preparedness to enter the profession. Students also complete a reflective essay to help us assess their perceptions of the value of the program to their professional development, and also their perceptions of program strengths and weaknesses. Measure Type: Survey	70% of students report that the courses prepared them for entry into the field (many are already in the workforce).	Student exit survey data collected each semester. Students complete the exit survey in the weeks prior to their graduation. Survey data is reviewed by the Exit Survey coordinator (previously Johnston and now Amirkanyan) and DPAP Chair. Data on exit surveys is made available and reported annually in a regularly scheduled faculty meeting dedicated to assessment. During the annual meeting, faculty will assess outcomes and student performance, and will recommend remedial action as necessary (e.g., revise curriculum to better address specific weaknesses, etc.).	Yes
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Learning Outcome: Student Satisfaction

Students will express satisfaction with the overall program, including satisfaction with courses and faculty. Overall, students will find the program valuable and worthy being recommended to others.

Outcome Status: Active Program Outcome

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Assessment Plan

Assessment Measure	Target	Schedule/Cycle	Active
		outcomes and student performance, and will recommend remedial action as necessary (e.g., revise curriculum to better address specific weaknesses, etc.).	
