

Program Outcomes Assessment

MPA in Master Of Public Admin

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General Information (Program Outcomes Assessment)

Standing Requirements

Mission Statement

The MPA program at ISU prepares students for professional leadership in public policy and administration at all levels of government, and within nonprofit organizations. Curriculum components are designed to build a program that will produce professional public administrators capable of intelligent and creative analysis, clear communication, and informed action in the public sector.

The MPA program at ISU has five objectives for its students. These are aligned with the professional competencies developed by and expected of MPA programs by our national accrediting organization, the National Association of Schools of Public Affairs and Administration (NASPAA). They are

- An understanding of public administration as both a profession and as a field of study through the analysis, presentation and interpretation of core concepts found within the PA literature; and ultimately the application of PA theory to an important question related to the public sector.
- A development of administrative skills, including policy analysis, human resources management, financial administration, statistical analysis, and use of information systems through the comprehension and use of statistical and/or qualitative and/or mixed methods to collect data and make decisions.
- A growth of insight into decision-making at all levels of government by identifying, analyzing and evaluating underlying assumptions of public policy choices
- An appreciation of the importance of using democratic values to inform the conduct of the public's business.
- And to provide these important professional competencies throughout the curriculum.

Outcomes Library

MPA in Master Of Public Admin Outcome Set

MPA Student Learning Outcomes

Outcome	Mapping
SLO 1. Articulate a public service perspective Articulate a public service perspective to colleagues and the public	No Mapping
SLO 2. Communicate in a diverse environment To communicate with and interact productively with colleagues in a diverse environment	No Mapping
SLO 3. Professional and ethical challenges Recognize and act on professional and ethical challenges that arise within public administration	No Mapping

SLO 4. Master an appropriate literature in public admin No Mapping

Master an appropriate literature in public administration

SLO 5. Think and act critically No Mapping

Think and act critically, in ways that bear on solutions to public problems

Curriculum Map

Active Curriculum Maps

 **MPA Curriculum Map** (See appendix)

Alignment Set: MPA in Master Of Public Admin Outcome Set

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Communication of Outcomes

The program's student learning outcomes and assessment policy and procedures will be posted on the Blackboard site for each course. Student learning outcomes and assessment procedures will also be posted in the program's web site and will be discussed each semester during new student orientation.

Archive (This area is to be used for archiving pre-TaskStream assessment data and for current documents.)

Archive

File Attachments:

1. **MPA Program assessment 4.2011.pdf** (See appendix)
.....
2. **Poli Sci Grad Program Review Report 12-19-13.pdf** (See appendix)
.....

2011-2012 Assessment Cycle

Assessment Plan

Outcomes and Measures

MPA in Master Of Public Admin Outcome Set

MPA Student Learning Outcomes

SLO 1. Articulate a public service perspective

Articulate a public service perspective to colleagues and the public

▼ **Measure:** Capstone Project
Direct - Student Artifact

Details/Description: Evaluation of capstone projects

Target: At least 80% of capstone projects presented meet standards for passage to graduation.

Implementation Plan (timeline): Each semester

Responsible Individual(s): Capstone director, with other PA faculty

SLO 2. Communicate in a diverse environment

To communicate with and interact productively with colleagues in a diverse environment

▼ **Measure:** Online Discussions
Direct - Other

Details/Description: Designated online discussions within core courses: PA 601, PA 606, PSCI 621, and others, that touch on PA within local, national, and professional

Target:

Implementation Plan (timeline): Each Fall and Spring semester

Responsible Individual(s): Course instructor

SLO 3. Professional and ethical challenges

Recognize and act on professional and ethical challenges that arise within public administration

▼ **Measure:** Ethics Evaluation
Direct - Student Artifact

Details/Description: Course-related evaluations of ethics: that is, at least one scoring evaluation per course dedicated to evaluating the ethical component of student learning for the course. Targeted at 601 and 606, but may be applied to other core courses.

Target:

Implementation Plan (timeline): Each Fall and Spring semester

Responsible Individual(s): Instructor for PA 601 and PA 606

▼ **Measure:** Quiz or test
Direct - Exam

Details/Description: Quiz or test in 655, meant to evaluate students' understanding of why research must undergo IRB approval

Target:

Implementation Plan (timeline): Each Spring semester

Responsible Individual(s): PA 655 instructor

SLO 4. Master an appropriate literature in public admin

Master an appropriate literature in public administration

▼ **Measure:** Literature Review in Capstone Project
Direct - Student Artifact

Details/Description: Literature review in capstone projects

Target: At least 80% of capstone projects presented meet standards for passage to graduation.

Implementation Plan (timeline): Each semester

Responsible Individual(s): Capstone project director

SLO 5. Think and act critically

Think and act critically, in ways that bear on solutions to public problems

▼ **Measure:** Capstone Project
Direct - Student Artifact

Details/Description: A capstone project requiring the use of social scientific methods to analyze an important problem

Target:

Implementation Plan (timeline): Each semester

Responsible Individual(s): Capstone project director

 **Assessment Findings**

Finding per Measure

MPA in Master Of Public Admin Outcome Set

MPA Student Learning Outcomes

SLO 1. Articulate a public service perspective

Articulate a public service perspective to colleagues and the public

▼ **Measure:** Capstone Project
Direct - Student Artifact

Details/Description: Evaluation of capstone projects

Target: At least 80% of capstone projects presented meet standards for passage to graduation.

Implementation Plan (timeline): Each semester

Responsible Individual(s): Capstone director, with other PA faculty

Findings for Capstone Project

Summary of Findings: 10 capstone projects were completed from Fall 2011 through Summer 2012.

For the assessment, the projects were scored on a 5-point scale, with 1 = least and 5 = most.

The mode for the ten projects was 4.

See attached spreadsheet for score breakdown

Recommendations :

Reflections/Notes :

Substantiating Evidence:

 MPA Assessment Modal scores 9 21 12.pdf (Adobe Acrobat Document) (See appendix)

SLO 2. Communicate in a diverse environment

To communicate with and interact productively with colleagues in a diverse environment

▼ **Measure:** Online Discussions
Direct - Other

Details/Description: Designated online discussions within core courses: PA 601, PA 606, PSCI 621, and others, that touch on PA within local, national, and professional

Target:

Implementation Plan (timeline): Each Fall and Spring semester

Responsible Individual(s): Course instructor

Findings for Online Discussions

Summary of Findings: Elements 2A represent and 2B represent modal scores in one early and one late discussion in PA 601 in Fall 2011. The same 10 students were evaluated for both 2A and 2B.

Scale: 1 - 5
1=least
5=most

The modal score for 2A = 3
The modal score for 2B = 4

Elements 2B reflects early discussion in PA 606 in Spring, 2012, and 2C reflects a late discussion in PA 606 in Spring 2011.

The modal score for 2B = 2
The modal score for 2C = 3

Recommendations :

Reflections/Notes : The scores in 2A and 2B, and in 2C and 2D, indicate improvement in communications effectiveness over the course of the two classes.

Substantiating Evidence:

-  MPA Assessment Modal scores 9 21 12.pdf (Adobe Acrobat Document) (See appendix)
-  PoliticalScienceDept Meeting 9-24-12 minutes.pdf (Adobe Acrobat Document) (See appendix)

SLO 3. Professional and ethical challenges

Recognize and act on professional and ethical challenges that arise within public administration

▼ **Measure:** Ethics Evaluation
Direct - Student Artifact

Details/Description: Course-related evaluations of ethics: that is, at least one scoring evaluation per course dedicated to evaluating the ethical component of student learning for the course. Targeted at 601 and 606, but may be applied to other core courses.

Target:

Implementation Plan (timeline): Each Fall and Spring semester

Responsible Individual(s): Instructor for PA 601 and PA 606

Findings for Ethics Evaluation

Summary of Findings: Element 3A consists of modal scores calculated from the final grades for ten students from PA 609, Fall 2011.

Element 3B consists of scores for the discussion on ethics in PA 601, Fall 2011.

Modal score for 3A = 3
Modal score for 3B = 3

Scale: 1 - 5
1=least
5=most

Recommendations :

Reflections/Notes :

Substantiating Evidence:

 MPA Assessment Modal scores 9 21 12.pdf (Adobe Acrobat Document) (See appendix)

▼ **Measure:** Quiz or test
Direct - Exam

Details/Description: Quiz or test in 655, meant to evaluate students' understanding of why research must undergo IRB approval

Target:

Implementation Plan (timeline): Each Spring semester

Responsible Individual(s): PA 655 instructor

Findings for Quiz or test

No Findings Added

SLO 4. Master an appropriate literature in public admin

Master an appropriate literature in public administration

▼ **Measure:** Literature Review in Capstone Project
Direct - Student Artifact

Details/Description: Literature review in capstone projects

Target: At least 80% of capstone projects presented meet standards for passage to graduation.

Implementation Plan (timeline): Each semester

Responsible Individual(s): Capstone project director

Findings for Literature Review in Capstone Project

Summary of Findings: Scored from capstone projects.

Modal score = 3

Scale: 1 - 5
1=least
5=most

Recommendations :

Reflections/Notes :

SLO 5. Think and act critically

Think and act critically, in ways that bear on solutions to public problems

▼ **Measure:** Capstone Project
Direct - Student Artifact

Details/Description: A capstone project requiring the use of social scientific methods to analyze an important problem

Target:

Implementation Plan (timeline): Each semester

Responsible Individual(s): Capstone project director

Findings for Capstone Project

Summary of Findings: Scored from capstone projects.

Modal score = 2

Scale: 1 - 5

1=least

5=most

Recommendations :

Reflections/Notes : The mode for Outcome 5 indicates possible need for improving the abilities of students in terms of critical thinking and analytical skills – although the lower score here could also be based on the specific data collected (related to quantitative analytical skills that students still struggle with).

Substantiating Evidence:



MPA Assessment Modal scores 9 21 12.pdf (Adobe Acrobat Document) (See appendix)

These Findings are associated with the following Actions:

Improve student critical thinking and analytical skills

(Action Plan; 2011-2012 Assessment Cycle)

Overall Recommendations

No text specified

Overall Reflection

No text specified

 **Action Plan**

Actions

Action Plan

Outcome

Action Plan

▼ **Action:** Include more faculty in process

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Action Details: In the future more than one faculty member needs to be involved in the process to avoid bias.

Implementation Plan (timeline):

Key/Responsible Personnel:

Measures:

Resource Allocations:

Priority:

MPA in Master Of Public Admin Outcome Set

MPA Student Learning Outcomes

SLO 5. Think and act critically

Think and act critically, in ways that bear on solutions to public problems

▼ **Action:** Improve student critical thinking and analytical skills

This Action is associated with the following Findings

Findings for Capstone Project

(Assessment Plan and Assessment Findings; 2011-2012 Assessment Cycle)

Summary of Findings: Scored from capstone projects.

Modal score = 2

Scale: 1 - 5

1=least

5=most

Action Details: Outcome 5 indicates the need for improving the abilities of students in terms of critical thinking and analytical skills

Implementation Plan (timeline):

Key/Responsible Personnel:

Measures:

Resource Allocations:

Priority:

◆ Status Report

Action Statuses

Action Plan

Outcome

Action Plan

▼ **Action:** Include more faculty in process

Action Details: In the future more than one faculty member needs to be involved in the process to avoid bias.

Implementation Plan (timeline):

Key/Responsible Personnel:

Measures:

Resource Allocations:

Priority:

Status for Include more faculty in process

No Status Added

MPA in Master Of Public Admin Outcome Set

MPA Student Learning Outcomes

SLO 5. Think and act critically

Think and act critically, in ways that bear on solutions to public problems

▼ **Action:** Improve student critical thinking and analytical skills

Action Details: Outcome 5 indicates the need for improving the abilities of students in terms of critical thinking and analytical skills

Implementation Plan (timeline):

Key/Responsible Personnel:

Measures:

Resource Allocations:

Priority:

Status for Improve student critical thinking and analytical skills

No Status Added

Status Summary

No text specified

Summary of Next Steps

No text specified

2012-2013 Assessment Cycle

Assessment Plan

Outcomes and Measures

MPA in Master Of Public Admin Outcome Set

MPA Student Learning Outcomes

SLO 1. Articulate a public service perspective

Articulate a public service perspective to colleagues and the public

▼ **Measure:** Capstone Project
Direct - Student Artifact

Details/Description: Evaluation of capstone projects

Target: At least 80% of capstone projects presented meet standards for passage to graduation.

Implementation Plan (timeline): Each semester

Responsible Individual(s): Capstone director, with other PA faculty

SLO 2. Communicate in a diverse environment

To communicate with and interact productively with colleagues in a diverse environment

▼ **Measure:** Online Discussions
Direct - Other

Details/Description: Designated online discussions within core courses: PA 601, PA 606, PSCI 621, and others, that touch on PA within local, national, and professional

Target:

Implementation Plan (timeline): Each Fall and Spring semester

Responsible Individual(s): Course instructor

SLO 3. Professional and ethical challenges

Recognize and act on professional and ethical challenges that arise within public administration

▼ **Measure:** Ethics Evaluation
Direct - Student Artifact

Details/Description: Course-related evaluations of ethics: that is, at least one scoring evaluation per course dedicated to evaluating the ethical component of student learning for the course. Targeted at 601 and 606, but may be applied to other core courses.

Target:

Implementation Plan (timeline): Each Fall and Spring semester

Responsible Individual(s): Instructor for PA 601 and PA 606

▼ **Measure:** Quiz or test
Direct - Exam

Details/Description: Quiz or test in 655, meant to evaluate students' understanding of why research must undergo IRB approval

Target:

Implementation Plan (timeline): Each Spring semester

Responsible Individual(s): PA 655 instructor

SLO 4. Master an appropriate literature in public admin

Master an appropriate literature in public administration

▼ **Measure:** Literature Review in Capstone Project
Direct - Student Artifact

Details/Description: Literature review in capstone projects

Target: At least 80% of capstone projects presented meet standards for passage to graduation.

Implementation Plan (timeline): Each semester

Responsible Individual(s): Capstone project director

SLO 5. Think and act critically

Think and act critically, in ways that bear on solutions to public problems

▼ **Measure:** Capstone Project
Direct - Student Artifact

Details/Description: A capstone project requiring the use of social scientific methods to analyze an important problem

Target:

Implementation Plan (timeline): Each semester

Responsible Individual(s): Capstone project director

📊 **Assessment Findings**

Finding per Measure

MPA in Master Of Public Admin Outcome Set

MPA Student Learning Outcomes

SLO 1. Articulate a public service perspective

Articulate a public service perspective to colleagues and the public

▼ **Measure:** Capstone Project
Direct - Student Artifact

Details/Description: Evaluation of capstone projects

Target: At least 80% of capstone projects presented meet standards for passage to graduation.

Implementation Plan (timeline): Each semester

Responsible Individual(s): Capstone director, with other PA faculty

Findings for Capstone Project

Summary of Findings: 7 capstone projects were completed during this cycle. For assessment, the projects were scored on a 5-point scale, with 1 = least and 5 = most. The mode for the seven projects was 4.

See the attached spreadsheet for the score breakdown under tab labeled Outcomes 1 4 5.

Results: Target Achievement: Met

Recommendations : See 2013-14 findings for discussion.

Reflections/Notes :

Substantiating Evidence:

📎 MPA modal scores 2012 2013 FINAL A.xlsx (Excel Workbook (Open XML)) (See appendix)

SLO 2. Communicate in a diverse environment

To communicate with and interact productively with colleagues in a diverse environment

▼ **Measure:** Online Discussions
Direct - Other

Details/Description: Designated online discussions within core courses: PA 601, PA 606, PSCI 621, and others, that touch on PA within local, national, and professional

Target:

Implementation Plan (timeline): Each Fall and Spring semester

Responsible Individual(s): Course instructor

Findings for Online Discussions

Summary of Findings: Data were collected in PA 601 in Fall 2012 from 10 students for the first and final discussions. Students were rated on a scale of one to five with 1 = least and 5 = most.

The mode for the first discussion was 3. The mode for the second observation was 5. Individual scores and gains from the first to the second observation are contained in the attached spreadsheet, under the tab labeled Outcome 2a and 2b.

Data were collected for ten students in PA 606 in Spring 2013 for discussions 2 and 13. Students were rated on a scale of one to five with 1 = least and 5 = most. The mode for the first discussion was 3. The mode for the second discussion was 5. Individual scores for the two observations and the gains between the two observations are contained in the attached spreadsheet, under the tab labeled Outcome 2 c and d.

Results: Target Achievement: Met

Recommendations : See 2013-14 findings for discussion.

Reflections/Notes :

Substantiating Evidence:

 MPA modal scores 2012 2013 FINAL A.xlsx (Excel Workbook (Open XML)) (See appendix)

SLO 3. Professional and ethical challenges

Recognize and act on professional and ethical challenges that arise within public administration

▼ **Measure:** Ethics Evaluation
Direct - Student Artifact

Details/Description: Course-related evaluations of ethics: that is, at least one scoring evaluation per course dedicated to evaluating the ethical component of student learning for the course. Targeted at 601 and 606, but may be applied to other core courses.

Target:

Implementation Plan (timeline): Each Fall and Spring semester

Responsible Individual(s): Instructor for PA 601 and PA 606

Findings for Ethics Evaluation

Summary of Findings: Data were collected for 10 students on a discussion of ethics in PA 601 in Fall 2012.

Discussions were rated on a 5-point scale, with 1 = least and 5 = most. The mode was 4.

Individual scores are contained in the attached spreadsheet, under the tab labeled Outcome 3B.

Results: Target Achievement: Met

Recommendations : See 2013-14 findings for discussion.

Reflections/Notes :

▼ **Measure:** Quiz or test
Direct - Exam

Details/Description: Quiz or test in 655, meant to evaluate students' understanding of why research must undergo IRB approval

Target:

Implementation Plan (timeline): Each Spring semester

Responsible Individual(s): PA 655 instructor

Findings for Quiz or test

Summary of Findings: Not assessed this cycle.

Recommendations :

Reflections/Notes :

SLO 4. Master an appropriate literature in public admin

Master an appropriate literature in public administration

▼ **Measure:** Literature Review in Capstone Project
Direct - Student Artifact

Details/Description: Literature review in capstone projects

Target: At least 80% of capstone projects presented meet standards for passage to graduation.

Implementation Plan (timeline): Each semester

Responsible Individual(s): Capstone project director

Findings for Literature Review in Capstone Project

Summary of Findings: 7 capstone projects were completed during this cycle. For assessment, the projects were scored on a 5-point scale, with 1 = least and 5 = most. The mode for the seven projects was 4.

Results: Target Achievement: Met

Recommendations : See 2013-14 findings for discussion.

Reflections/Notes :

Substantiating Evidence:

 MPA modal scores 2012 2013 FINAL A.xlsx (Excel Workbook (Open XML)) (See appendix)

SLO 5. Think and act critically

Think and act critically, in ways that bear on solutions to public problems

▼ **Measure:** Capstone Project
Direct - Student Artifact

Details/Description: A capstone project requiring the use of social scientific methods to analyze an important problem

Target:

Implementation Plan (timeline): Each semester

Responsible Individual(s): Capstone project director

Findings for Capstone Project

Summary of Findings: 7 capstone projects were completed during this cycle. For assessment, the projects were scored on a 5-point scale, with 1 = least and 5 = most. The mode for the seven projects was 3.

Results: Target Achievement: Met

Recommendations : See 2013-14 findings for discussion.

Reflections/Notes :

Substantiating Evidence:

 MPA modal scores 2012 2013 FINAL A.xlsx (Excel Workbook (Open XML)) (See appendix)

Overall Recommendations

No text specified

Overall Reflection

No text specified

Action Plan

Actions

Action Plan

Outcome

Action Plan

▼ Action: Action Plan

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Action Details: The findings from 2012-13 and 2013-14 were compared and the observations and action plan for the combined AYs are presented in the 2013-14 cycle.

Implementation Plan (timeline):

Key/Responsible Personnel:

Measures:

Resource Allocations:

Priority:

Status Report

Action Statuses

Action Plan

Outcome

Action Plan

▼ **Action:** Action Plan

Action Details: The findings from 2012-13 and 2013-14 were compared and the observations and action plan for the combined AYs are presented in the 2013-14 cycle.

Implementation Plan (timeline):

Key/Responsible Personnel:

Measures:

Resource Allocations:

Priority:

Status for Action Plan

Current Status: Completed

Resource Allocation(s) Status:

Next Steps/Additional Information:

Status Summary

No text specified

Summary of Next Steps

No text specified



2013-2014 Assessment Cycle

Assessment Plan

Outcomes and Measures

MPA in Master Of Public Admin Outcome Set

MPA Student Learning Outcomes

SLO 1. Articulate a public service perspective

Articulate a public service perspective to colleagues and the public

▼ **Measure:** Capstone Project
Direct - Student Artifact

Details/Description: Evaluation of capstone projects

Target: At least 80% of capstone projects presented meet standards for passage to graduation.

Implementation Plan (timeline): Each semester

Responsible Individual(s): Capstone director, with other PA faculty

SLO 2. Communicate in a diverse environment

To communicate with and interact productively with colleagues in a diverse environment

▼ **Measure:** Online Discussions
Direct - Other

Details/Description: Designated online discussions within core courses: PA 601, PA 606, PSCI 621, and others, that touch on PA within local, national, and professional

Target:

Implementation Plan (timeline): Each Fall and Spring semester

Responsible Individual(s): Course instructor

SLO 3. Professional and ethical challenges

Recognize and act on professional and ethical challenges that arise within public administration

▼ **Measure:** Ethics Evaluation
Direct - Student Artifact

Details/Description: Course-related evaluations of ethics: that is, at least one scoring evaluation per course dedicated to evaluating the ethical component of student learning for the course. Targeted at 601 and 606, but may be applied to other core courses.

Target:

Implementation Plan (timeline): Each Fall and Spring semester

Responsible Individual(s): Instructor for PA 601 and PA 606

▼ **Measure:** Quiz or test
Direct - Exam

Details/Description: Quiz or test in 604, meant to evaluate students' understanding of why research must undergo IRB approval

Target:

Implementation Plan (timeline): Each Spring semester

Responsible Individual(s): PA 604 instructor

SLO 4. Master an appropriate literature in public admin

Master an appropriate literature in public administration

▼ **Measure:** Literature Review in Capstone Project
Direct - Student Artifact

Details/Description: Literature review in capstone projects

Target: At least 80% of capstone projects presented meet standards for passage to graduation.

Implementation Plan (timeline): Each semester

Responsible Individual(s): Capstone project director

SLO 5. Think and act critically

Think and act critically, in ways that bear on solutions to public problems

▼ **Measure:** Capstone Project
Direct - Student Artifact

Details/Description: A capstone project requiring the use of social scientific methods to analyze an important problem

Target:

Implementation Plan (timeline): Each semester

Responsible Individual(s): Capstone project director

 **Assessment Findings**

Finding per Measure

MPA in Master Of Public Admin Outcome Set

MPA Student Learning Outcomes

SLO 1. Articulate a public service perspective

Articulate a public service perspective to colleagues and the public

▼ **Measure:** Capstone Project
Direct - Student Artifact

Details/Description: Evaluation of capstone projects

Target: At least 80% of capstone projects presented meet standards for passage to graduation.

Implementation Plan (timeline): Each semester

Responsible Individual(s): Capstone director, with other PA faculty

Findings for Capstone Project

Summary of Findings: 6 capstone projects were completed during this cycle. For assessment, the projects were scored on a 5point scale, with 1 = least and 5 = most. The mode for the six projects was 5.

See the attached spreadsheet for the score breakdown under tab labeled Outcomes 1 4 5.

Results: Target Achievement: Met

Recommendations :

Reflections/Notes : Based on the comparisons between 2012-13 and 2013-14, we have made the following observations. Generally, we seem to be doing a good job enabling our students to identify and to voice a public service orientation in their work with us. We could hardly hope otherwise, but self-identifying as a public servant motivated to do the public's business is not always a given characteristic of a government employee. They may have picked up that orientation from us. Or, contrary to the assumption stated above, they may have had it instilled in them as public employee. But to what we owe their strong showing is a question that would be difficult to answer.

Substantiating Evidence:

 MPA Modal scores 2013 2014 FINAL B.xlsx (Excel Workbook (Open XML)) (See appendix)

SLO 2. Communicate in a diverse environment

To communicate with and interact productively with colleagues in a diverse environment

▼ **Measure:** Online Discussions

Direct - Other

Details/Description: Designated online discussions within core courses: PA 601, PA 606, PSCI 621, and others, that touch on PA within local, national, and professional

Target:

Implementation Plan (timeline): Each Fall and Spring semester

Responsible Individual(s): Course instructor

Findings for Online Discussions

Summary of Findings: Data were collected in PA 601 in Fall 2013 from 10 students for the first and final discussions. Students were rated on a scale of one to five with 1 = least and 5 = most.

The mode for the first discussion was 3. The mode for the second observation was 4. Individual scores and gains from the first to the second observation are contained in the attached spreadsheet, under the tab labeled Outcome 2a and 2b.

Data were collected for ten students in PA 606 in Spring 2014 for discussions 2 and 13. Students were rated on a scale of one to five with 1 = least and 5 = most. The mode for the first discussion was 3. The mode for the second discussion was 4. Individual scores for the two observations and the gains between the two observations are contained in the attached spreadsheet, under the tab labeled Outcome 2 c and d.

Results: Target Achievement: Met

Recommendations : Based on the comparisons between 2012-13 and 2013-14, we have made the following observations. Our students seem to present only middling scores as communicators to begin with, but improve with time. This may be explained simply by the nature of the beast. Online communication is often second hand, and students who are most facile in face-to-face communication may be handicapped. And of course, since most of our students are working adults, and some are many years distant from their undergraduate educations, writing skills coming into the program may be rusty.

Reflections/Notes :

Substantiating Evidence:

 MPA Modal scores 2013 2014 FINAL B.xlsx (Excel Workbook (Open XML)) (See appendix)

SLO 3. Professional and ethical challenges

Recognize and act on professional and ethical challenges that arise within public administration

▼ **Measure:** Ethics Evaluation

Direct - Student Artifact

Details/Description: Course-related evaluations of ethics: that is, at least one scoring evaluation per course dedicated to evaluating the ethical component of student learning for the course. Targeted at 601 and 606, but may be applied to other core courses.

Target:

Implementation Plan (timeline): Each Fall and Spring semester

Responsible Individual(s): Instructor for PA 601 and PA 606

Findings for Ethics Evaluation

Summary of Findings: Data were collected for 10 students on a discussion of ethics in PA 601 in Fall 2013.

Discussions were rated on a 5point scale, with 1 = least and 5 = most. The mode was 4. Individual scores are contained in the attached spreadsheet, under the tab labeled Outcome 3B

Results: Target Achievement: Met

Recommendations :

Reflections/Notes : Based on the comparisons between 2012-13 and 2013-14, we have made the following observations. We score reactions to ethical challenges in two courses. One of those, of course, is our ethics course, PA 609. The other set of reactions derives from discussions centered on ethics applied to assigned reading cases, upon which at least one weekly discussion is based, in the introductory course, PA 601. It seems that students do better in the survey course than they do in the ethics course. This may simply be because of the comparative length of the element scored—a final grade (609) as opposed to an entire course (609). However, that disparity may be a cause for concern and merits further investigation.

Substantiating Evidence:

 MPA Modal scores 2013 2014 FINAL B.xlsx (Excel Workbook (Open XML)) (See appendix)

▼ **Measure:** Quiz or test
Direct - Exam

Details/Description: Quiz or test in 604, meant to evaluate students' understanding of why research must undergo IRB approval

Target:

Implementation Plan (timeline): Each Spring semester

Responsible Individual(s): PA 604 instructor

Findings for Quiz or test

Summary of Findings: Not assessed this cycle.

Recommendations :

Reflections/Notes :

SLO 4. Master an appropriate literature in public admin

Master an appropriate literature in public administration

▼ **Measure:** Literature Review in Capstone Project
Direct - Student Artifact

Details/Description: Literature review in capstone projects

Target: At least 80% of capstone projects presented meet standards for passage to graduation.

Implementation Plan (timeline): Each semester

Responsible Individual(s): Capstone project director

Findings for Literature Review in Capstone Project

Summary of Findings: 6 capstone projects were completed during this cycle. For assessment, the projects were scored on a 5point scale, with 1 = least and 5 = most. The mode for the six projects was 4.

See the attached spreadsheet for the score breakdown under tab labeled Outcomes 1 4 5.

Results: Target Achievement: Met

Recommendations :

Reflections/Notes : Based on the comparisons between 2012-13 and 2013-14, we have made the following observations. We are doing a pretty good job demonstrating the sources and the uses of scholarly (and sometimes other) literature. My own untested opinion is that many of our students arrive without much experience in identifying problems and solutions through, for the lack of a better term, reading. But they seem to be learning that from us. And so I think we can score ourselves as successful, at least over the biennium reviewed here, on that outcome.

Substantiating Evidence:

 MPA Modal scores 2013 2014 FINAL B.xlsx (Excel Workbook (Open XML)) (See appendix)

SLO 5. Think and act critically

Think and act critically, in ways that bear on solutions to public problems

▼ **Measure:** Capstone Project
Direct - Student Artifact

Details/Description: A capstone project requiring the use of social scientific methods to analyze an important problem

Target:

Implementation Plan (timeline): Each semester

Responsible Individual(s): Capstone project director

Findings for Capstone Project

Summary of Findings: 6 capstone projects were completed during this cycle. For assessment, the projects were scored on a 5point scale, with 1 = least and 5 = most. The mode for the six projects was 2.

See the attached spreadsheet for the score breakdown under tab labeled Outcomes 1 4 5.

Results: Target Achievement: Met

Recommendations :

Reflections/Notes : Based on the comparisons between 2012-13 and 2013-14, we have made the following observations. Scores on the critical thinking component are somewhat disappointing. It's worth noting that that outcome is scored solely on the basis of the ability of the student to employ methods—taught in two required courses—to ask and answer questions of interest to public administrators. It may be that students should be enrolled in methods courses early on, before they take other, core courses so that they will have time to see, through the literature presented in those courses, how those methods are actually employed. Or it may be that one semester is simply not long enough to enable a busy student to review a literature, develop a research question, and model a test that would meet our standards. But whatever the reason, it's my view that this element, too, bears further investigation.

Substantiating Evidence:

 MPA Modal scores 2013 2014 FINAL B.xlsx (Excel Workbook (Open XML)) (See appendix)

Overall Recommendations

No text specified

Overall Reflection

No text specified

📄 Action Plan

Actions

Action Plan

Outcome

Action Plan

▼ **Action:** Development of two-year assessment cycles

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Action Details: In 2014-15 and every other year thereafter, outcomes 1, 4, and 5 will be assessed. In 2015-16 and every other year thereafter, outcomes 2 and 3 will be assessed.

Implementation Plan (timeline):

Key/Responsible Personnel:

Measures:

Resource Allocations:

Priority: Medium

📄 Status Report

Action Statuses

Action Plan

Outcome

Action Plan

▼ **Action:** Development of two-year assessment cycles

Action Details: In 2014-15 and every other year thereafter, outcomes 1, 4, and 5 will be assessed. In 2015-16 and every other year thereafter, outcomes 2 and 3 will be assessed.

Implementation Plan (timeline):

Key/Responsible Personnel:

Measures:

Resource Allocations:

Priority: Medium

Status for Development of two-year assessment cycles

No Status Added

Status Summary

No text specified

Summary of Next Steps

No text specified

2014-2015 Assessment Cycle

Assessment Plan

Outcomes and Measures

MPA in Master Of Public Admin Outcome Set

MPA Student Learning Outcomes

SLO 1. Articulate a public service perspective

Articulate a public service perspective to colleagues and the public

▼ **Measure:** Capstone Project
Direct - Student Artifact

Details/Description: Evaluation of capstone projects

Target: At least 80% of capstone projects presented meet standards for passage to graduation.

Implementation Plan (timeline): Each semester

Responsible Individual(s): Capstone director, with other PA faculty

SLO 4. Master an appropriate literature in public admin

Master an appropriate literature in public administration

▼ **Measure:** Literature Review in Capstone Project
Direct - Student Artifact

Details/Description: Literature review in capstone projects

Target: At least 80% of capstone projects presented meet standards for passage to graduation.

Implementation Plan (timeline): Each semester

Responsible Individual(s): Capstone project director

SLO 5. Think and act critically

Think and act critically, in ways that bear on solutions to public problems

▼ **Measure:** Capstone Project
Direct - Student Artifact

Details/Description: A capstone project requiring the use of social scientific methods to analyze an important problem

Target:

Implementation Plan (timeline): Each semester

Responsible Individual(s): Capstone project director

Assessment Findings

Finding per Measure

MPA in Master Of Public Admin Outcome Set

MPA Student Learning Outcomes

SLO 1. Articulate a public service perspective

Articulate a public service perspective to colleagues and the public

▼ **Measure:** Capstone Project
Direct - Student Artifact

Details/Description: Evaluation of capstone projects
Target: At least 80% of capstone projects presented meet standards for passage to graduation.
Implementation Plan (timeline): Each semester
Responsible Individual(s): Capstone director, with other PA faculty

Findings for Capstone Project

No Findings Added

SLO 4. Master an appropriate literature in public admin

Master an appropriate literature in public administration

▼ **Measure:** Literature Review in Capstone Project
Direct - Student Artifact

Details/Description: Literature review in capstone projects
Target: At least 80% of capstone projects presented meet standards for passage to graduation.
Implementation Plan (timeline): Each semester
Responsible Individual(s): Capstone project director

Findings for Literature Review in Capstone Project

No Findings Added

SLO 5. Think and act critically

Think and act critically, in ways that bear on solutions to public problems

▼ **Measure:** Capstone Project
Direct - Student Artifact

Details/Description: A capstone project requiring the use of social scientific methods to analyze an important problem
Target:
Implementation Plan (timeline): Each semester
Responsible Individual(s): Capstone project director

Findings for Capstone Project

No Findings Added

Overall Recommendations

No text specified

Overall Reflection

No text specified

 **Action Plan**

 **Status Report**

2015-2016 Assessment Cycle

Assessment Plan

Outcomes and Measures

MPA in Master Of Public Admin Outcome Set

MPA Student Learning Outcomes

SLO 2. Communicate in a diverse environment

To communicate with and interact productively with colleagues in a diverse environment

▼ **Measure:** Online Discussions
Direct - Other

Details/Description: Designated online discussions within core courses: PA 601, PA 606, PSCI 621, and others, that touch on PA within local, national, and professional

Target:

Implementation Plan (timeline): Each Fall and Spring semester

Responsible Individual(s): Course instructor

SLO 3. Professional and ethical challenges

Recognize and act on professional and ethical challenges that arise within public administration

▼ **Measure:** Ethics Evaluation
Direct - Student Artifact

Details/Description: Course-related evaluations of ethics: that is, at least one scoring evaluation per course dedicated to evaluating the ethical component of student learning for the course. Targeted at 601 and 606, but may be applied to other core courses.

Target:

Implementation Plan (timeline): Each Fall and Spring semester

Responsible Individual(s): Instructor for PA 601 and PA 606

▼ **Measure:** Quiz or test
Direct - Exam

Details/Description: Quiz or test in 604, meant to evaluate students' understanding of why research must undergo IRB approval

Target:

Implementation Plan (timeline): Each Spring semester

Responsible Individual(s): PA 604 instructor

Assessment Findings

Finding per Measure

MPA in Master Of Public Admin Outcome Set

MPA Student Learning Outcomes

SLO 2. Communicate in a diverse environment

To communicate with and interact productively with colleagues in a diverse environment

▼ **Measure:** Online Discussions
Direct - Other

Details/Description: Designated online discussions within core courses: PA 601, PA 606, PSCI 621, and others, that touch on PA within local, national, and professional

Target:

Implementation Plan (timeline): Each Fall and Spring semester

Responsible Individual(s): Course instructor

Findings for Online Discussions

No Findings Added

SLO 3. Professional and ethical challenges

Recognize and act on professional and ethical challenges that arise within public administration

▼ **Measure:** Ethics Evaluation
Direct - Student Artifact

Details/Description: Course-related evaluations of ethics: that is, at least one scoring evaluation per course dedicated to evaluating the ethical component of student learning for the course. Targeted at 601 and 606, but may be applied to other core courses.

Target:

Implementation Plan (timeline): Each Fall and Spring semester

Responsible Individual(s): Instructor for PA 601 and PA 606

Findings for Ethics Evaluation

No Findings Added

▼ **Measure:** Quiz or test
Direct - Exam

Details/Description: Quiz or test in 604, meant to evaluate students' understanding of why research must undergo IRB approval

Target:

Implementation Plan (timeline): Each Spring semester

Responsible Individual(s): PA 604 instructor

Findings for Quiz or test

No Findings Added

Overall Recommendations

No text specified

Overall Reflection

No text specified

 **Action Plan**

 **Status Report**

2016-2017 Assessment Cycle

 **Assessment Plan**

 **Assessment Findings**

2017-2018 Assessment Cycle

 **Assessment Plan**

 **Assessment Findings**

2018-2019 Assessment Cycle

 **Assessment Plan**

 **Assessment Findings**

2019-2020 Assessment Cycle

 **Assessment Plan**

 **Assessment Findings**

Appendix

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- A. **MPA Curriculum Map** (Curriculum Map)
 - B. **Poli Sci Grad Program Review Report 12-19-13.pdf** (Adobe Acrobat Document)
 - C. **MPA Program assessment 4.2011.pdf** (Adobe Acrobat Document)
 - D. **MPA Assessment Modal scores 9 21 12.pdf** (Adobe Acrobat Document)
 - E. **MPA Assessment Modal scores 9 21 12.pdf** (Adobe Acrobat Document)
 - F. **MPA Assessment Modal scores 9 21 12.pdf** (Adobe Acrobat Document)
 - G. **MPA Assessment Modal scores 9 21 12.pdf** (Adobe Acrobat Document)
 - H. **PoliticalScienceDept Meeting 9-24-12 minutes.pdf** (Adobe Acrobat Document)
 - I. **MPA modal scores 2012 2013 FINAL A.xlsx** (Excel Workbook (Open XML))
 - J. **MPA modal scores 2012 2013 FINAL A.xlsx** (Excel Workbook (Open XML))
 - K. **MPA modal scores 2012 2013 FINAL A.xlsx** (Excel Workbook (Open XML))
 - L. **MPA modal scores 2012 2013 FINAL A.xlsx** (Excel Workbook (Open XML))
 - M. **MPA Modal scores 2013 2014 FINAL B.xlsx** (Excel Workbook (Open XML))
 - N. **MPA Modal scores 2013 2014 FINAL B.xlsx** (Excel Workbook (Open XML))
 - O. **MPA Modal scores 2013 2014 FINAL B.xlsx** (Excel Workbook (Open XML))
 - P. **MPA Modal scores 2013 2014 FINAL B.xlsx** (Excel Workbook (Open XML))
 - Q. **MPA Modal scores 2013 2014 FINAL B.xlsx** (Excel Workbook (Open XML))





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December 19, 2013

To: John Murray, Dean, College of Arts and Sciences
Lynn Maurer, Dean, College of Graduate & Professional Studies

From: Mike Chambers, Chair, Dept. of Political Science *MRC*

Re: Graduate Program Review for Political Science

The attached review of graduate programs in the Department of Political Science only addresses the Master of Public Administration (MPA) program. This document was prepared by the director of the MPA program, Dr. Stan Buchanan.

While the dashboard indicators include the MA/MS in Political Science program, that program was officially suspended as of August 2013 and for most of the review period it was in a “winding down” phase. Thus, this report does not address the MA/MS program.

The MPA program is delivered primarily via online courses and can be taken as a wholly distance education degree. We do offer a few of the courses in a hybrid (on-campus and distance) format using the video-conferencing features of Elluminate, and our 4-5 on-campus students typically join these classes in the classroom.

Currently, the MPA program is not accredited by a national body, but we are hoping to move toward accreditation by NASPAA (the National Association of Schools of Public Affairs and Administration) in the next several years.

Program Review

Quantitative Data A: required

Public Administration, Dept. Political Science

Student Credit Hours					
	2008	2009	2010	2011	2012
Student SCH (Fall official)					
All graduate courses in depart	439.0	402.0	456.0	464.0	478.0
Degrees					
	2008	2009	2010	2011	2012
Fiscal Year Degrees Conferred					
CIP 44.0401 - MPA	6	5	9	13	11
CIP 45.1001 - MA/MS	3	2	4	2	0
Fall Official Enrollment					
	2008	2009	2010	2011	2012
Full-time Students					
CIP 44.0401 - MPA	8	9	7	8	6
CIP 45.1001 - MA/MS	5	2	0	0	0
Part-time Students					
CIP 44.0401 - MPA	30	41	50	40	43
CIP 45.1001 - MA/MS	3	3	2	1	1
Student FTE					
CIP 44.0401 - MPA	19.8	22.5	26.5	21.8	21.8
CIP 45.1001 - MA/MS	4.7	2.6	0.2	0.1	0.1
New Students					
CIP 44.0401 - MPA	21	20	27	13	17
CIP 45.1001 - MA/MS	3	0	0	0	0
Credit Hour Percentages					
	2008	2009	2010	2011	2012
Completed					
CIP 44.0401 - MPA	67.1%	75.6%	80.4%	92.2%	91.5%
CIP 45.1001 - MA/MS	56.1%	40.0%	100.0%	0.0%	0.0%
Not Completed					
CIP 44.0401 - MPA	32.9%	23.3%	19.6%	7.8%	8.5%
CIP 45.1001 - MA/MS	43.9%	60.0%	0.0%	0.0%	0.0%
In Progress					
CIP 44.0401 - MPA	0.0%	1.1%	0.0%	0.0%	0.0%
CIP 45.1001 - MA/MS	0.0%	0.0%	0.0%	100.0%	100.0%

Notes: FTE = Fall official enrolled credit hours divided by 12

New Students are those with no graduate level terms in academic history prior to the preceding summer

Credit hour percentages are based on official End-of-Semester files:

Completed: End-of-term grades assigned of A+,A,A-,B+,B,B-,C+,C,C-,S

Not Completed: End-of-term grades assigned of F,IN,U,NX,DX,WX,WF,WP,DF,DP

In Progress: End-of-term grade assigned of IP

2b: Program Review

Quantitative Data: optional

Public Administration, Dept. Political Science

MPA Course Enrollments, Fall 2008 to Fall, 2013 (Day 6, after Add Period)

Course	2013	2012	2011	2010	2009	2008
PSCI 621	24	8	24	23	20	24
PA 601	43	62	40	47	31	32
602	14	16	17	16	20	30
605	51	48	48	49	32	40
609	5		20			
631		14		9		
640					15	
690					6	8
695			0	0	1	0
697	5	4	4	5	1	0
698	1	7	1	4	1	1
Totals	143	159	154	153	127	135

Note: Fall enrollments only. AY Fall 2013 added for comparison.

3. Program Narrative:

Connection with mission: The political science faculty strives to maintain the high standards of both our discipline and our institution within the context of our successful master's program in public administration (MPA). We believe the program provides a well-rounded curriculum congruent with national standards. Nearly all of our students are mid-career, public or nonprofit administrators, and have therefore already met a number of professional challenges. We hope to continue to challenge them to work toward an even higher standard.

Our mission is to help them move toward further personal and professional growth, both through coursework, and through interaction with our faculty and with other students. Our students are, or will become, stewards of the public trust. They cannot be just responsible citizens. They must also be responsible public citizens, whose professional standards are high and whose personal integrity is above reproach. We hope to play a part, not just in clarifying the values of stewardship, responsibility and integrity for our students-- but in providing them with the tools to maintain those standards.

Regional and national reputation: Our MPA program was one of the first MPA programs in the nation to be offered fully online. We are still one of only twenty-two online programs in the US that offers an MPA online. Nationally, fewer than ten percent of all member programs of National Association of Schools of Public Affairs and Administration (NASPAA) run online programs.

While the largest block of MPA students are from Indiana, about 60% of our students live and work outside the state. We have students join our program from a number of other states—from as near as Illinois and Ohio and from as far away as California, New York and Florida. We also have or have had international students from Turkey, Canada, Russia, the Peoples' Republic of China, Kyrgyzstan and Ghana.

State mission: The MPA program at Indiana State enrolls students from across the nation, but the largest group, of course, is that of Indiana students. About 40% of admitted MPA students reside in Indiana and most of these are distance students. Fewer than 10% of our students are ISU graduates, and so most of our Indiana students live and work outside Terre Haute and Vigo County.

Our Indiana students come from a variety of backgrounds. But except for a few students who arrive just out of undergraduate college, most of them are employed full-time in public or nonprofit agencies. From Indiana, we have had students employed by Indiana state government—these have been both politically appointed and merit-based employees. We have also had Hoosier students who were private and public university administrators, and officers and administrators of nonprofit associations, to name a few.

Mission, viability, sustainability and local, regional and national need: Together, state and local governments employ more people than any other industry. According to the latest estimates by the US Census bureau, the state of Indiana itself employs more than 73,000 people. Local governments in Indiana employ 200,000 more. In brief, excluding federal employees who may work or reside in Indiana, a quarter of a million Hoosiers are employed by state or local governments. Many of these government employees occupy administrative and/or managerial positions that

encourage employee education and provide rewards, by way of career advancement and financial rewards, to employees who acquire master's degrees. But beyond just merit advancement, many professional positions require a master's degree to qualify for incumbency. This is not to mention the thousands of people employed in nonprofit administration in Indiana, whose master's degree of choice is also the MPA.

Outside Indiana, and even within in neighboring states, government employment remains level. For example, in contrast to Indiana and its 73,000 employees, both Ohio and Illinois employ more than 100,000 each. About 400,000 people work in local government in Ohio. That number is nearly half a million people in Illinois. Nationally, nearly four million people work for state governments, and more than eleven million, for local governments.

In brief, we think that the MPA program remains viable and sustainable. The numbers argue that the need for professional training offered through the MPA remains great—both inside and outside Indiana. As one of the few MPA programs in the US that is offered entirely online, the MPA program here at ISU attracts students, not just from Indiana, but from all over the nation and from several foreign nations. The recession that began in 2008 did affect state and local government employment negatively. But numbers of students in our program have remained steady, and the number of degrees awarded annually has actually increased since 2008.

Connection with ASL: MPA program faculty have developed a set of five learning outcomes for our students that we believe track well with the university, college and departments mission and value statements. First, to support high standards in regard to professional communication proficiencies, we aim to promote the articulation of a public service perspective within our MPA community. This standard is promoted through the evaluation of student presentations and research papers throughout our core curriculum. The most critical examination of those proficiencies is done through evaluation of research, writing and presentation of the student's capstone project during the final semester in the program. Second, the university's mission is in part to promote the values of diversity, integrity, personal growth, and stewardship. We seek to support those elements of ISU's mission by honing the communication skills of our students through interaction with each other and with faculty, all sustained within an environment that sustains diversity of thought and action. Beyond that, to employ another use of the term, we feel that the national—and even the international—reach of our program insures the diversity of our student body. It also broadens our students' perspectives in terms of the problems faced by the public service, which in turn enriches the program itself. We promote student communication especially through the weekly, topical discussions throughout all of our core courses. Students also have opportunities for personal interaction—with each other and with the professor—in those classes with real-time lectures. Third, an understanding of ethics, and the development of a professional set of ethical standards, is sine qua non for public servants. Our MPA emphasizes personal and professional integrity as part of a well-rounded education in public affairs. Six of our seven core courses present at least one learning unit per semester on public service ethics. In addition, our scope and methods course introduces students to the ethical challenges posed more broadly to the social sciences. We also offer a complete elective course in ethics for the public administrator. Fourth, to master the knowledge required of PA professionals, and to maintain high standards required by the university's mission, our students are exposed to a series of topical literatures as they move through the curriculum—in theories of organizations, in public budgeting, in public personnel management, in American institutions, among others. This

effort peaks during the capstone project, in which students produce and review various literatures in support of their individual projects. And so students are exposed both to a series of literatures, all under the PA rubric, and cap their MPA with the evaluation of a body of literature congruent with their own interests. Fifth, we challenge our students to master the skills required of PA professionals—to think and act critically in ways that bear on public problems. This is also in line with the high standards promoted by ISU's mission. Critical thinking and action are arguably the most important values we can impart to our students as they move through the program. And so we emphasize these values across the curriculum, in course discussions and in all written work—but especially in our two methods courses. The empirical study of public problems and their solutions is probably the surest way to sharpen student critical skills.

In brief, we believe that our curriculum serves both to support the values in the university's mission statement, and to advance the education of our students as citizens and as public servants.

Student outcomes: Dashboard numbers indicate that enrollment from 19.8 full time equivalents in 2008, peaked at 26.5 in 2010, and then fell off slightly to 21.8 in both 2011 and 2012. The reduction in numbers may be blamed on the effects of the recession and subsequent tightening of public budgets. However, these numbers are high enough to sustain solid enrollment in all our core courses, and have, in fact, forced us to employ adjunct instructors to run a second of our most popular courses. Our program also serves students from other programs, including human resources development and criminology/criminal justice, either as courses in an elective concentration or, in the case of criminal justice, as required courses in that program's curriculum. And so our enrollment seems to be healthy.

In terms of student satisfaction, our instructors are rated as good or better, on average, as instructors in other social science programs, as evident be our scores on SIRs. (Samples of eSIRs are provided as supplementary information.) Since most of our students are already employed, there is no need to track student employment. Admission standards remain high and are review as a matter of course each time the admissions committee meets. We turn down about 20% of our applicants. We do admit conditionally some applicants whose records seem promising, but whose undergraduate careers were less than inspiring. We try to conduct rigorous reviews of all applications, and so we find that conditional admittees, for the most part, confirm our trust in them.

Connection of faculty with program: There are two political science faculty dedicated to the PA graduate program—the tenured program director and a tenure-track assistant professor. Both teach PA graduate courses, outside the regular political science undergraduate curricula, with an occasional exception. One other faculty member routinely offers one of our core courses, which is also required of students in the criminology MS, during early summer sessions. Other political science faculty have occasionally lent a hand, as well, although their scheduling PA courses around their regular undergraduate offering is difficult.

The MPA now recognizes three graduate elective concentrations—in criminology/criminal justice, public health and human resources development. We are working to bring an elective nonprofit management concentration under the PA umbrella as well. The structure of a core of PA courses, with the option of a concentration in other departments, prevents overburdening our two full-time PA faculty with too many elective offerings, and allows us to concentrate on teaching the core of the program.

**Master of Public Administration, Department of Political Science
Assessment matrix**

A. Student learning outcomes	B. Curriculum that facilitates learning outcomes	C. Methods used to demonstrate student learning	D. Timing of data collection	E. Principle responsibility of
Articulate a public service perspective to colleagues and the public	1. Presentations and research papers in core classes 2. Capstone project	1. Evaluation of capstone projects	1. Each semester	1. Capstone director, with other PA faculty
To communicate with and interact productively with colleagues in a diverse environment	1. PA 601 (introduction to PA) 2. PA 605 (organizational behavior) 3. PA 606 (public personnel administration) 4. PA 607 (budgeting in public agencies)	1. Designated online discussions within core courses: PA 601, PA 606, PSCI 621, and others, that touch on PA within local, national, and professional communities.	1. Each Fall and Spring semester	1. Course instructor
Recognize and act on professional and ethical challenges that arise within public administration	1. All four classes that touch on core PA activities (PA 601, PA 605, PA 606 and PA 607) contain elements of ethics instruction 2. PA 609, an elective, introduces the literature of ethics in PA 3. PSCI 655 introduces students to ethical problems in the social sciences 4. All courses provide information on plagiarism and how to avoid it	1. Course-related evaluations of ethics: that is, at least one scoring evaluation per course dedicated to evaluating the ethical component of student learning for the course. Targeted at 601 and 606, but may be applied to other core courses. 2. Quiz or test in 655, meant to evaluate students' understanding of why research must undergo IRB approval	1. Each Fall and Spring semester, 2. Each Spring semester	1. Instructor for PA 601 and PA 606 2. PA 655 instructor
Master an appropriate literature in public administration	1. The PA core curriculum (21 units)	1. Literature review in capstone projects	1. Each semester	1. Capstone project director
Think and act critically, in ways that bear on solutions to public problems	1. The PA core curriculum 2. PSCI 655 scope and methods 3. PA 609 statistics for PA	1. A capstone project requiring the use of social scientific methods to analyze an important	1. Each semester	1. Capstone project director

Note on reporting: Data will be collected at the end of each semester. Data from all semesters will be gathered in May after the end of each Spring semester. We will then perform a data analysis, write and forward the report for processing by the middle of June each year. Assessment reports will also be presented to faculty during the first faculty meeting after each report is completed. SB

5. Supplemental information: The MPA is a professional degree, and as such provides a gateway into the ranks of managers and administrators of public and nonprofit agencies into the US. Our program is structured to capture distance students who have been or who are already working in public management. As a result, most of our students don't seek employment after finishing the degree—they are already employed. However, anecdotal evidence suggests that the degree award is helpful with students' career advancement, either by way of promotion or through financial rewards on the job, or in finding more responsible positions in other agencies.

While most of our students seek the MPA for professional advancement, the MPA is also a graduate degree. Like the MA and the MS, it may represent for some of our students a middle ground between the undergraduate experience and the PhD. We have placed several of our MPA graduates in reputable PhD programs in political science, public administration, or public policy over the past few years. Most of these have been international students—two from Turkey, one from Russia and one from the Peoples' Republic of China. Students have gone from our program to Bowling Green (Ohio), the State University of New York (Albany), and the University of Oregon, as well as a university in Ankara, Turkey. (A 2013 graduate of ours—from Ghana—has recently entered a PhD Program at Florida International in Miami.)

Our program is delivered entirely online. None of our courses are entirely classroom-based. And so, in effect, 100 percent of our students are distance students. However, we do provide two online formats.

In the first format, courses offered in the asynchronously. They are run purely as distance courses through Blackboard. Students and instructors communicate via discussion boards, announcements, internal e-mails and other such Blackboard functions. Assignments are posted, read, picked up and submitted on the Blackboard site.

The second format is for the most part asynchronous, but with a synchronous element. Most of the work in these courses is done via the asynchronous format. But weekly lectures are also scheduled. Distance students attend class from their remote locations, although students on campus may attend these sessions in person. There is student/instructor and student/student interaction visually, by audio, and through the real-time chat function within Collaborate. (Collaborate is a broadcast platform accessed through Blackboard.) Class sessions are recorded and posted on the class' site for later review by students.

Finally, here is some specific information about our program and our students that may help me helpful in rounding out the picture.

The average GPA of students admitted during the evaluation period was 3.2. This is several points above the minimum required by the university for unconditional admission to graduate study. So most of our students are admitted unconditionally. We do occasionally admit promising students with lower GPAs. Applications are referred to us by CGPS. All applications are reviewed to our applications committee, which consists of both PA faculty and at least one other political science faculty member. The committee meets monthly (save August and December), toward the end of each month, and our recommendations are then referred to the graduate dean. So our practice is to roll admittees into the program on a monthly basis.

Just about 10 percent of the students admitted study on-campus. The rest were distance students who joined our program from locations in Indiana outside Terre Haute. Of the 10 percent who were admitted to study on campus, 60 percent of those—or about six percent of all admissions—were international students. The rest were domestic enrollees. Most students, domestic and international, enrolled on campus are also employed as graduate assistants, either in political science or in other programs or departments across campus. Exceptions to this are usually students who work in ISU administration.

Preface to MPA Assessment Matrix

Attached is a matrix of the student assessment plan developed by the master's program in public administration and the department of political science.

The MPA contains a curriculum of 36 or 39 units, depending on whether the student has work experience. Students without professional experience in public or nonprofit administration must take a three-unit internship, and so must earn 39 units. Internships are waived for students with professional experience.

The program is offered online. Most of our students are mid-career professionals working toward the 36-hour degree. We do have a few pre-professional students on campus, however, who are placed in internships.

The MPA program at ISU prepares students for professional leadership in public policy and administration at all levels of government, and within nonprofit organizations. Curriculum components are designed to build a program that will produce professional public administrators capable of intelligent and creative analysis, clear communication, and informed action in the public sector.

The MPA program at ISU has five objectives for its students. These are aligned with the professional competencies developed by and expected of MPA programs by our national accrediting organization, the National Association of Schools of Public Affairs and Administration (NASPAA). They are

- An understanding of public administration as both a profession and as a field of study through the analysis, presentation and interpretation of core concepts found within the PA literature; and ultimately the application of PA theory to an important question related to the public sector.
- A development of administrative skills, including policy analysis, human resources management, financial administration, statistical analysis, and use of information systems through the comprehension and use of statistical and/or qualitative and/or mixed methods to collect data and make decisions.
- A growth of insight into decision-making at all levels of government by identifying, analyzing and evaluating underlying assumptions of public policy choices
- An appreciation of the importance of using democratic values to inform the conduct of the public's business.
- And to provide these important professional competencies throughout the curriculum

The 36 hour program contains four elements. The first element is composed of four courses central to the workings of public management—an introductory course (PA 601), a course in organizational behavior (PA 605), a course in the management of human resources in the public sector (PA 606), and a course in public budgeting (PA 607).

The second element is a pair of courses that provide students with a basic set of social scientific analytical skills. These are PSCI 655 (scope and methods) and PA 602 (statistics for public managers). The third element consists of a graduate course in the institutions of American government (PSCI 621).

The culminating experience and fourth element for students completing the degree is PA 697, which entails research, writing and presentation of an original research project.

In addition to these eight courses, students may take four electives. Most electives are taken within the department. But students do take elective courses from several other departments that offer courses cognate to

PA online here at ISU. These include courses from the Human Resources Development program in the College of Technology and the Department of Criminology and Criminal Justice in the School of Arts and Sciences.

Assessment Plan Matrix, Master of Public Administration, Department of Political Science

A. Student Learning Outcome Goals	B. ISU Mission and Values	C. Curriculum experiences that facilitate student learning outcomes	D. Collection of data	D. Goals
Ability to analyze, present and interpret core concepts found within the PA literature.	High standards	1. Presentations and research papers in core classes (601, 605, 606, and 607)	1. Capstone PA 697	At least 80% of capstone projects present meet standards for passage to graduation.
Comprehension and use of statistical and/or qualitative and/or mixed methods to collect data and make decisions.	Diversity Personal growth Integrity Stewardship	1. PA 602 2. PA 655 3. Elective courses, particular electives directed toward mastery of qualitative methods.	1. Capstone PA 697	At least 80% of capstone projects present meet standards for passage to graduation.
Identify, analyze and evaluate underlying assumptions of public policy choices.	Well rounded education Integrity Personal growth Stewardship Responsibility	1. All four classes in that touch on core PA activities (PA 601, PA 605, PA 606 and PA 607). 2. Elective courses in public policy and public policy analysis	1. Develop a policy analysis in either PA 601 or PA 605 during Fall; and in either PA 606 or PA 607 during Spring.	At least 80% of policy analyses meet standards
Application of PA theory to an important question related to the public sector	High standards	1. The PA core curriculum (21 units)	1. Capstone PA 697	At least 80% of capstone projects present meet standards for passage to graduation.
Important professional competencies gained throughout the curriculum	High standards	1. 36 hours of PA graduate courses	1. Alumni surveys	At least 75% of alumni agree overall.