

Program Assessment Plan Summary



WAYNE STATE
Department of
Political Science

Assessment Plan**Wayne State University****Academic Programs****College of Liberal Arts and Sciences****Political Science****Master of Public Administration** **Mission Statement****Providing Department:** Master of Public Administration**Mission Statement**

The mission of the MPA program at Wayne State University is to provide superior graduate education to students aspiring to or committed to public service careers. To that end, the program provides an academically rigorous, political science based curriculum relevant to public policy and public management. The program serves a select group of academically capable pre-service and in-service students and is an integral part of a major urban university that affords unique opportunities for public affairs research and public service.

Progress:**Related Items**

There are no related items.

 **1.: to lead and manage in public governance****Start:** 9/1/2015**End:** 8/31/2016**Learning Outcome Description**

- **1. to lead and manage in public governance;**
- **A. A graduate of our program will be able to understand how both structure and culture of public organizations affect organizational effectiveness**
- **B. A graduate of our program will know how to effectively manage human resources and provide leadership in this regard**

Progress:**Related Items**

There are no related items.

 **2. : to participate in and contribute to the policy process****Start:** 9/1/2015**End:** 8/31/2016**Learning Outcome Description****2. to participate in and contribute to the policy process;**

- A. A graduate of our program must be able to identify key stakeholders, their positions, coalitions, and the political context
- B. A graduate of our program must be able to understand and apply the different aspects of the policy making cycle

-

Progress:**Related Items**

There are no related items.

 **3.: to analyze, synthesize, think critically, solve problems and make decisions****Start:** 9/1/2015**End:** 8/31/2016**Learning Outcome Description**

- **3. to analyze, synthesize, think critically, solve problems and make decisions;**

- A. A graduate of our program must be able to utilize scholarly research, data and other analytic techniques, and best professional practice, systematically analyzing and making decisions on administrative and policy in the public service.
- B. A graduate of our program can communicate results clearly, in writing or orally, to an appropriate audience
- C. A graduate of our program must be able to apply these concepts to a real world (substantive) case

Progress:**Related Items**

There are no related items.

4. : to articulate and apply a public service perspective;

Start: 9/1/2015

End: 8/31/2016

Learning Outcome Description

- **4. to articulate and apply a public service perspective;**
 - A. A graduate of our program will be able to make informed decisions and manage public service organizations in the public interest by effectively utilizing and balancing key public administration values
 - B. graduate of our program will understand the value of fair and transparent administration, and will be able to effectively and ethically engage citizens in public service organizations

Progress:**Related Items**

There are no related items.

5. : to communicate and interact productively with a diverse and changing workforce and citizenry.

Start: 9/1/2015

End: 8/31/2016

Learning Outcome Description

- **5. to communicate and interact productively with a diverse and changing workforce and citizenry.**
 - A. A graduate of our program will have the ability to develop and exercise intercultural sensitivity with employees and other stakeholders
 - B. A graduate of our program will be able to engage effectively and respectfully with multiple audiences

Progress:**Related Items**

There are no related items.


Masters of Public Administration Curriculum Map

Start: 9/1/2015

End: 8/31/2016

Providing Department: Master of Public Administration

Attach Curriculum Map Here

 MPA Curriculum Map

Progress:**Related Items**

There are no related items.

1: Assessment: To lead and manage in public governance

Start: 9/1/2015

End: 8/31/2016

Progress: In Progress

Assessment Method

Comprehensive Exam. The primary means by which the program assesses competence is the MPA Comprehensive Exam. Passing the MPA Competency Exam is a requirement for graduation for all students, and the material covers the core curriculum with the exception of PS 5630 (Statistics & Data Analysis in Political

Science I) and PS 7375 (Professional Development Seminar). The exam consists of a five-hour, computer-based exam, and consists of a case study analysis and two questions to answer. More detail about the exam is available in the MPA Student Handbook.

Part A is specific to Domain#3.

The questions in Part B will rotate among the other four domains or learning objectives. These will be planned out a year in advance, beginning with the fall semester. Specific questions will be selected from a bank of questions by the MPA director and MPA faculty.

Students will not be told specifically which domain will be covered, but they will still be given the study guide ahead of time.

The questions in Part B are designed to measure and assess learning objectives 1, 2, 4, and 5. Each question pertains to a single learning objective, but each learning objective is covered within an academic year.

Exam answers are graded by two faculty members. Student names are concealed. Possible grades are fail, pass, and pass with distinction. For purposes of performance assessment, the grades pass and pass with distinction are collapsed into a single code, "pass." The grades assigned by the two faculty members to a specific student answer furnish the data to assess the overall performance of students with respect to a particular learning objective.

The comprehensive exam is given three times a year to varying numbers of students. Over a year long period, approximately 25 students take the exam. All of them write will answer questions on a case study, learning objective three. Varying numbers will write answers on questions on Part B of the examination. Students write on two of four questions (their choice). Thus, in an average year, there will be 50 grades on the case study (2 graders x 25 answers) and 100 grades on Part B questions distributed across the other four learning objectives (2 graders x 50 answers). Thus, annually, there will be about 25 grades with respect to learning objectives 1, 2, 4 and 5.

The measure of performance for learning objective 3, relating to the case study, is the percentage of answers that are graded either "pass" or "pass with distinction."

The measure of performance for learning objectives 1,2, 4 and 5 is the percentage of answers with respect to Part B questions assessing that objective that are graded either "pass" or "pass with distinction." These performance measures are calculated annually and can be tracked over time.

To improve the reliability of grading for both Part A, the case study, and Part B, faculty grading answers use common rubrics, one for Part A, another for Part B. These rubrics have been uploaded to compliance assist.

 PartBGradeTemplate2015

Results

In the previous year (3 semesters), 23 out of 27 comprehensive exam answers in this competency achieved grades of "Pass" or "Pass with Distinction" for a passage rate of 85%.

Results from Surveys Delivered through Baseline

Program Action Plan

On 25 May 2016 the MPA Committee faculty met and decided on the following action plan:

- The program needs to continue monitoring its performance on the competency to ensure that there is enough data collected. For the upcoming year, the program needs to aggregate competency performance over multiple years.
- The program plans to do a better job of communicating the expectations for successful completion of the competency on the exam. To do this, the program will review its existing "Exam Expectations" document to ensure that the process and expectations are clearly describe.
- Students can approach individual faculty members for advice on how to approach answers. To minimize miscommunication, faculty will share answers with other faculty prior to the exam. By engaging in this process, faculty will be able to identify strengths and weaknesses in curriculum coverage.
- There have been increasing numbers of "no shows" at the exams, i.e., students not showing up for an exam even though they have signed up and been included in the review process. To minimize this, the program will now count no shows as one of the two attempts students are allowed.

Timeline for Action Plan Implementation

Goals for Spring/Summer 2018:

- A passage rate of 90% on the comprehensive exam questions for the competency;
- A revised "Exam Expectations" document will be completed and published online for student use;
- There will be faculty communication and consensus on acceptable comprehensive exam answers, prior to grading.

Reporting to Stakeholders

The results are inputted into Compliance Assist and posted on the department website. Results are also submitted to NASPAA accrediting body through the annual report process.

Related Items

There are no related items.

**2: Assessment: to participate in and contribute to the policy process**

Start: 9/1/2015

End: 8/31/2016

Progress: In Progress

Assessment Method

Comprehensive Exam. The primary means by which the program assesses competence is the MPA Comprehensive Exam. Passing the MPA Competency Exam is a requirement for graduation for all students, and the material covers the core curriculum with the exception of PS 5630 (Statistics & Data Analysis in Political Science I) and PS 7375 (Professional Development Seminar). The exam consists of a five-hour, computer-based exam, and consists of a case study analysis and two questions to answer. More detail about the exam is available in the MPA Student Handbook.

Part A is specific to Domain#3.

The questions in Part B will rotate among the other four domains or learning objectives. These will be planned out a year in advance, beginning with the fall semester. Specific questions will be selected from a bank of questions by the MPA director and MPA faculty.

?

Students will not be told specifically which domain will be covered, but they will still be given the study guide ahead of time.

The questions in Part B are designed to measure and assess learning objectives 1, 2, 4, and 5. Each question pertains to a single learning objective, but each learning objective is covered within an academic year.

Exam answers are graded by two faculty members. Student names are concealed. Possible grades are fail, pass, and pass with distinction. For purposes of performance assessment, the grades pass and pass with distinction are collapsed into a single code, "pass." The grades assigned by the two faculty members to a specific student answer furnish the data to assess the overall performance of students with respect to a particular learning objective.

The comprehensive exam is given three times a year to varying numbers of students. Over a year long period, approximately 25 students take the exam. All of them write will answer questions on a case study, learning objective three. Varying numbers will write answers on questions on Part B of the examination. Students write on two of four questions (their choice). Thus, in an average year, there will be 50 grades on the case study (2 graders x 25 answers) and 100 grades on Part B questions distributed across the other four learning objectives (2 graders x 50 answers). Thus, annually, there will be about 25 grades with respect to learning objectives 1, 2, 4 and 5.

The measure of performance for learning objective 3, relating to the case study, is the percentage of answers that are graded either "pass" or "pass with distinction."

?

The measure of performance for learning objectives 1,2, 4 and 5 is the percentage of answers with respect to Part B questions assessing that objective that are graded either "pass" or "pass with distinction." These performance measures are calculated annually and can be tracked over time.

To improve the reliability of grading for both Part A, the case study, and Part B, faculty grading answers use common rubrics, one for Part A, another for Part B.

 PartBGradeTemplate2015

Results

In the previous year (3 semesters), 5 out of 10 comprehensive exam answers in this competency achieved grades of "Pass" or "Pass with Distinction" for a passage rate of 50%.

Results from Surveys Delivered through Baseline**Program Action Plan**

On 25 May 2016 the MPA Committee faculty met and decided on the following action plan:

- The program needs to continue monitoring its performance on the competency to ensure that there is enough data collected. For the upcoming year, the program needs to aggregate competency performance over multiple years.
- The program plans to do a better job of communicating the expectations for successful completion of the competency on the exam. To do this, the program will review its existing "Exam Expectations" document to

ensure that the process and expectations are clearly describe.

- Students can approach individual faculty members for advice on how to approach answers. To minimize miscommunication, faculty will share answers with other faculty prior to the exam. By engaging in this process, faculty will be able to identify strengths and weaknesses in curriculum coverage.
- There have been increasing numbers of "no shows" at the exams, i.e., students not showing up for an exam even though they have signed up and been included in the review process. To minimize this, the program will now count no shows as one of the two attempts students are allowed.

Timeline for Action Plan Implementation

Goals for Spring/Summer 2018:

- A passage rate of 75% on the comprehensive exam questions for the competency;
- A revised "Exam Expectations" document will be completed and published online for student use;
- There will be faculty communication and consensus on acceptable comprehensive exam answers, prior to grading.

Reporting to Stakeholders

The results are inputted into Compliance Assist and posted on the department website. Results are also submitted to NASPAA accrediting body through the annual report process.

Related Items

There are no related items.



3: to analyze, synthesize, think critically, solve problems and make decisions

Start: 9/1/2015

End: 8/31/2016

Progress: In Progress

Assessment Method

Comprehensive Exam. The primary means by which the program assesses competence is the MPA Comprehensive Exam. Passing the MPA Competency Exam is a requirement for graduation for all students, and the material covers the core curriculum with the exception of PS 5630 (Statistics & Data Analysis in Political Science I) and PS 7375 (Professional Development Seminar). The exam consists of a five-hour, computer-based exam, and consists of a case study analysis and two questions to answer. More detail about the exam is available in the MPA Student Handbook.

Part A is specific to Domain#3. The case study in Part A will rotate among different cases, the library and list will be maintained by the MPA director. The case study will always be used to assess the analysis domain ("...to analyze, synthesize, think critically, solve problems, and make decisions"). The case study is designed to measure and assess learning objective 3.

Students will not be told specifically which domain will be covered, but they will still be given the study guide ahead of time.

The questions in Part B are designed to measure and assess learning objectives 1, 2, 4, and 5. Each question pertains to a single learning objective, but each learning objective is covered within an academic year.

Exam answers are graded by two faculty members. Student names are concealed. Possible grades are fail, pass, and pass with distinction. For purposes of performance assessment, the grades pass and pass with distinction are collapsed into a single code, "pass." The grades assigned by the two faculty members to a specific student answer furnish the data to assess the overall performance of students with respect to a particular learning objective.

The comprehensive exam is given three times a year to varying numbers of students. Over a year long period, approximately 25 students take the exam. All of them write will answer questions on a case study, learning objective three. Varying numbers will write answers on questions on Part B of the examination. Students write on two of four questions (their choice). Thus, in an average year, there will be 50 grades on the case study (2 graders x 25 answers) and 100 grades on Part B questions distributed across the other four learning objectives (2 graders x 50 answers). Thus, annually, there will be about 25 grades with respect to learning objectives 1, 2, 4 and 5.

The measure of performance for learning objective 3, relating to the case study, is the percentage of answers that are graded either "pass" or "pass with distinction."

The measure of performance for learning objectives 1, 2, 4 and 5 is the percentage of answers with respect to Part B questions assessing that objective that are graded either "pass" or "pass with distinction." These performance measures are calculated annually and can be tracked over time.

To improve the reliability of grading for both Part A, the case study, and Part B, faculty grading answers use common rubrics, one for Part A, another for Part B.

 PartAGradeTemplate2015

Results

In the previous year (3 semesters), 27 out of 30 comprehensive exam answers in this competency achieved grades of "Pass" or "Pass with Distinction" for a passage rate of 90%.

Results from Surveys Delivered through Baseline

Program Action Plan

On 25 May 2016 the MPA Committee faculty met and decided on the following action plan:

- The program needs to continue monitoring its performance on the competency to ensure that there is enough data collected. For the upcoming year, the program needs to aggregate competency performance over multiple years.
- The program plans to do a better job of communicating the expectations for successful completion of the competency on the exam. To do this, the program will review its existing "Exam Expectations" document to ensure that the process and expectations are clearly describe.
- Students can approach individual faculty members for advice on how to approach answers. To minimize miscommunication, faculty will share answers with other faculty prior to the exam. By engaging in this process, faculty will be able to identify strengths and weaknesses in curriculum coverage.
- There have been increasing numbers of "no shows" at the exams, i.e., students not showing up for an exam even though they have signed up and been included in the review process. To minimize this, the program will now count no shows as one of the two attempts students are allowed.

Timeline for Action Plan Implementation

Goals for Spring/Summer 2018:

- A passage rate of 90% on the comprehensive exam questions for the competency;
- A revised "Exam Expectations" document will be completed and published online for student use;
- There will be faculty communication and consensus on acceptable comprehensive exam answers, prior to grading.

Reporting to Stakeholders

The results are inputted into Compliance Assist and posted on the department website. Results are also submitted to NASPAA accrediting body through the annual report process.

Related Items

There are no related items.



4: Assessment: to articulate and apply a public service perspective

Start: 9/1/2015

End: 8/31/2016

Progress: In Progress

Assessment Method

Comprehensive Exam. The primary means by which the program assesses competence is the MPA Comprehensive Exam. Passing the MPA Competency Exam is a requirement for graduation for all students, and the material covers the core curriculum with the exception of PS 5630 (Statistics & Data Analysis in Political Science I) and PS 7375 (Professional Development Seminar). The exam consists of a five-hour, computer-based exam, and consists of a case study analysis and two questions to answer. More detail about the exam is available in the MPA Student Handbook.

Part A is specific to Domain#3.

The questions in Part B will rotate among the other four domains or learning objectives. These will be planned out a year in advance, beginning with the fall semester. Specific questions will be selected from a bank of questions by the MPA director and MPA faculty.

?

Students will not be told specifically which domain will be covered, but they will still be given the study guide ahead of time.

The questions in Part B are designed to measure and assess learning objectives 1, 2, 4, and 5. Each question pertains to a single learning objective, but each learning objective is covered within an academic year.

Exam answers are graded by two faculty members. Student names are concealed. Possible grades are fail, pass, and pass with distinction. For purposes of performance assessment, the grades pass and pass with distinction are collapsed into a single code, "pass." The grades assigned by the two faculty members to a specific student answer furnish the data to assess the overall performance of students with respect to a particular learning objective.

The comprehensive exam is given three times a year to varying numbers of students. Over a year long period, approximately 25 students take the exam. All of them write will answer questions on a case study, learning objective three. Varying numbers will write answers on questions on Part B of the examination. Students write on two of four questions (their choice). Thus, in an average year, there will be 50 grades on the case study (2 graders x 25 answers) and 100 grades on Part B questions distributed across the other four learning objectives (2 graders x 50 answers). Thus, annually, there will be about 25 grades with respect to learning objectives 1, 2, 4 and 5.

The measure of performance for learning objective 3, relating to the case study, is the percentage of answers that are graded either "pass" or "pass with distinction."

?

The measure of performance for learning objectives 1,2, 4 and 5 is the percentage of answers with respect to Part B questions assessing that objective that are graded either "pass" or "pass with distinction." These performance measures are calculated annually and can be tracked over time.

To improve the reliability of grading for both Part A, the case study, and Part B, faculty grading answers use common rubrics, one for Part A, another for Part B.

 PartBGradeTemplate2015

Results

In the previous year (3 semesters), 15 out of 20 comprehensive exam answers in this competency achieved grades of "Pass" or "Pass with Distinction" for a passage rate of 75%.

Results from Surveys Delivered through Baseline

Program Action Plan

On 25 May 2016 the MPA Committee faculty met and decided on the following action plan:

- The program needs to continue monitoring its performance on the competency to ensure that there is enough data collected. For the upcoming year, the program needs to aggregate competency performance over multiple years.
- The program plans to do a better job of communicating the expectations for successful completion of the competency on the exam. To do this, the program will review its existing "Exam Expectations" document to ensure that the process and expectations are clearly describe.
- Students can approach individual faculty members for advice on how to approach answers. To minimize miscommunication, faculty will share answers with other faculty prior to the exam. By engaging in this process, faculty will be able to identify strengths and weaknesses in curriculum coverage.
- There have been increasing numbers of "no shows" at the exams, i.e., students not showing up for an exam even though they have signed up and been included in the review process. To minimize this, the program will now count no shows as one of the two attempts students are allowed.

Timeline for Action Plan Implementation

Goals for Spring/Summer 2018:

- A passage rate of 90% on the comprehensive exam questions for the competency;
- A revised "Exam Expectations" document will be completed and published online for student use;
- There will be faculty communication and consensus on acceptable comprehensive exam answers, prior to grading.

Reporting to Stakeholders

The results are inputted into Compliance Assist and posted on the department website. Results are also submitted to NASPAA accrediting body through the annual report process.

Related Items

There are no related items.



5: Assessment: to communicate and interact productively with a diverse and changing workforce and citizenry.

Start: 9/1/2015

End: 8/31/2016

Progress: In Progress

Assessment Method

Comprehensive Exam. The primary means by which the program assesses competence is the MPA Comprehensive Exam. Passing the MPA Competency Exam is a requirement for graduation for all students, and the material covers the core curriculum with the exception of PS 5630 (Statistics & Data Analysis in Political Science I) and PS 7375 (Professional Development Seminar). The exam consists of a five-hour, computer-based exam, and consists of a case study analysis and two questions to answer. More detail about the exam is available in the MPA Student Handbook.

Part A is specific to Domain#3.

The questions in Part B will rotate among the other four domains or learning objectives. These will be planned out a year in advance, beginning with the fall semester. Specific questions will be selected from a bank of questions by the MPA director and MPA faculty.

Students will not be told specifically which domain will be covered, but they will still be given the study guide ahead of time.

The questions in Part B are designed to measure and assess learning objectives 1, 2, 4, and 5. Each question pertains to a single learning objective, but each learning objective is covered within an academic year.

Exam answers are graded by two faculty members. Student names are concealed. Possible grades are fail, pass, and pass with distinction. For purposes of performance assessment, the grades pass and pass with distinction are collapsed into a single code, "pass." The grades assigned by the two faculty members to a specific student answer furnish the data to assess the overall performance of students with respect to a particular learning objective.

The comprehensive exam is given three times a year to varying numbers of students. Over a year long period, approximately 25 students take the exam. All of them write will answer questions on a case study, learning objective three. Varying numbers will write answers on questions on Part B of the examination. Students write on two of four questions (their choice). Thus, in an average year, there will be 50 grades on the case study (2 graders x 25 answers) and 100 grades on Part B questions distributed across the other four learning objectives (2 graders x 50 answers). Thus, annually, there will be about 25 grades with respect to learning objectives 1, 2, 4 and 5.

The measure of performance for learning objective 3, relating to the case study, is the percentage of answers that are graded either "pass" or "pass with distinction."

The measure of performance for learning objectives 1,2, 4 and 5 is the percentage of answers with respect to Part B questions assessing that objective that are graded either "pass" or "pass with distinction." These performance measures are calculated annually and can be tracked over time.

To improve the reliability of grading for both Part A, the case study, and Part B, faculty grading answers use common rubrics, one for Part A, another for Part B.

 PartBGradeTemplate2015

Results

In the previous year (3 semesters), 9 out of 10 comprehensive exam answers in this competency achieved grades of "Pass" or "Pass with Distinction" for a passage rate of 90%.

Results from Surveys Delivered through Baseline**Program Action Plan**

On 25 May 2016 the MPA Committee faculty met and decided on the following action plan:

- The program needs to continue monitoring its performance on the competency to ensure that there is enough data collected. For the upcoming year, the program needs to aggregate competency performance over multiple years.
- The program plans to do a better job of communicating the expectations for successful completion of the competency on the exam. To do this, the program will review its existing "Exam Expectations" document to ensure that the process and expectations are clearly describe.
- Students can approach individual faculty members for advice on how to approach answers. To minimize miscommunication, faculty will share answers with other faculty prior to the exam. By engaging in this process, faculty will be able to identify strengths and weaknesses in curriculum coverage.
- There have been increasing numbers of "no shows" at the exams, i.e., students not showing up for an exam even though they have signed up and been included in the review process. To minimize this, the program will now count no shows as one of the two attempts students are allowed.

Timeline for Action Plan Implementation

Goals for Spring/Summer 2018:

- A passage rate of 90% on the comprehensive exam questions for the competency;
- A revised "Exam Expectations" document will be completed and published online for student use;
- There will be faculty communication and consensus on acceptable comprehensive exam answers, prior to grading.

Reporting to Stakeholders

The results are inputted into Compliance Assist and posted on the department website. Results are also submitted to NASPAA accrediting body through the annual report process.

Related Items

There are no related items.