

**UNIVERSITY OF CENTRAL ARKANSAS
ACADEMIC ASSESSMENT PLAN**

Requirements

1. *Submit with New Program Proposal*
 - a. *Programs are encouraged to consult with the Office of University Assessment.*
 - b. *Contact information assessment@uca.edu*
2. *Send copy of Assessment Plan to the Office of University Assessment, Wingo 215.*
3. *Update the Program Assessment Plan based upon EAPR or Accreditation Cycles.*

Basic Information

Program Name: Public Administration (BPA)

College: Arts, Humanities, & Social Sciences

Department: Government, Public Service, & International Studies

Program Level (check all that apply)

- ☐ Associate's
- ☒ Bachelor's
- ☐ Undergraduate Certificate
- ☐ Master's
- ☐ Doctoral
- ☐ Graduate Certificate

Date Plan Submitted: 1/24/2024

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I. Introduction

The purpose of the Department of Government, Public Service, and International Studies is to provide instruction in the areas of political science, public administration, and international studies to undergraduate students at the University of Central Arkansas. The instruction will contribute the following: (1) inform students about the place of politics, policy, and law in society; (2) extend and deepen students' understanding and appreciation of the purpose, organization, and operation of domestic and international political systems; (3) develop the competencies required for informed and independent thought.

2. Unit Mission Statement

The Department of Government, Public Service, and International Studies include an undergraduate degree program in Public Administration. This degree program aligns with the official missions of the University of Central Arkansas and the College of Arts, Humanities, & Social Sciences.

The Bachelor of Public Administration (BPA) degree program is a multidisciplinary program with a professional focus. The program prepares students for careers primarily in government service, non-profit organizations, and public institutions of higher education. Students complete courses across three categories: 1) foundation courses to familiarize students with the profession of public service, 2) skills courses to enhance communication and data analysis, and 3) substantive courses in public and non-profit management, policy analysis and program evaluation, political institutions and processes, and specific policy topics.

The goals of the program in public administration are 1) to increase awareness of the numerous and diverse professional careers in public service, 2) to provide students with the knowledge and tools to better understand the political world and organizational context in which public servants work, 3) to provide students with real world experiences through internships and service-learning projects, and 4) to prepare students for law school and graduate studies in public administration, public policy, non-profit management, and related programs.

The values guiding the public administration program's service of its major and minor programs, its general education mission, and its interdisciplinary educational mission are to provide outstanding classroom teaching, experiential learning opportunities for students, and a continuing commitment to excellence in the gathering of, the analysis of, and the dissemination of scholarly research.

3. Student Learning Outcomes (SLOs)

Outcome #1: Understanding of Theories & Concepts. Public Administration students will understand the fundamental terms, concepts, or principles of public administration and public policy including being able to identify key public policy actors and their roles, contextual factors impacting American policy-making, the stages of the policy process, and bureaucratic structures and organizations at each level of government.

Outcome #2: Research & Writing Skills. Students will demonstrate research and writing skills by using appropriate syntax, grammar, sources and citation, organization, and formatting.

Outcome #3: Critical Analysis Skills. Students will demonstrate critical thinking skills.

Outcome #4: Professional Preparation. Public Administration students will demonstrate professionalism and disciplined work habits through the required internship.

4. Assessment Cycle

Assessment Cycle will be determined with assistance from the Office of Assessment

Academic Year	SLO(s) Assessed
2023-2024	1,2,3,4
2024-2025	1,4
2025-2026	1,2,3,4
2026-2027	1,4
2027-2028	1,2,3,4
2028-2029	1,4
2029-2030	1,2,3,4

5. Curriculum Map (see attached Excel file or Appendix D)

6. Assessment Methods and Measures (Formative and Summative recommended)

Outcome #1: Declared majors in public administration will take a 25 question, multiple-choice test in PADM 2310, a core required course. Public Administration majors taking the 25-question instrument will average 19 correct answers or more (see Appendix A).

Outcome #2: Seniors in Public Administration will submit a paper/project from a 3000 or 4000 level PADM/PSCI course in public administration or public policy. At least two Public Administration faculty members will review and score the collected papers/projects. Seventy-five percent of the assessed papers/projects will score a 3 (Meets Expectations) out of a possible

4 in the categories of Syntax & Mechanics and Genre & Disciplinary Conventions (**see Appendix B**).

Outcome #3: Seniors in Public Administration will submit a paper/project from a 3000 or 4000 level PADM/PSCI course in public administration or public policy. At least two Public Administration faculty members will review and score the collected papers/project. Seventy-five percent of the assessed papers/projects will score a 3 (Meets Expectations) out of a possible 4 in the categories of Sources & Evidence and Content (**see Appendix B**).

Outcome #4: Public Administration students will demonstrate professionalism and disciplined work habits based upon the employer evaluation and internship coordinator ratings of students' performance in the required internship (**see Appendix C**).

7. Data Collection and Review

Outcome #1: Data will be collected from each fall and spring semester section of PADM 2310. Course instructors will administer the instrument in class toward the end of the semester and forward the results to the department chair. Public administration majors taking the 25-question instruments will average 19 correct answers or more.

Outcome #2: Each semester, a random sample of papers will be collected, reviewed, and scored by the end of that semester. The papers will be made available to at least two Public Administration faculty members who will conduct the scoring. The scores will be forwarded to the department chair by the end of the semester. Seventy-five percent of the assessed papers will score a 3 (Meets Expectations) out of a possible 4 in the categories of Syntax & Mechanics and Genre & Disciplinary Conventions as well as in the categories of Sources & Evidence.

Outcome #3: Each semester, a random sample of papers will be collected, reviewed, and scored by the end of that semester. The papers will be made available to at least two Public Administration faculty members who will conduct the scoring. The scores will be forwarded to the department chair by the end of the semester. Seventy-five percent of the assessed papers will score a 3 (Meets Expectations) out of a possible 4 in the categories of Sources & Evidence and Content.

Outcome #4: The required internship will be assessed in the semester in which the student has completed an internship. The employer evaluation form and internship coordinator rating form will be reviewed by the end of the semester in which the internship is completed.

8. Participation in Assessment Process

All public administration/public policy members of the department will be involved with the assessment process, whether as administrators of the assessment instruments or evaluators of submitted papers. The department as a whole will periodically evaluate the collected results.

9. Data Analysis

Assessment scores will be tabulated and shared with the faculty in the department. The department will meet to discuss assessment results by the end of the fall semester. Based upon the collected results, the department will consider re-aligning outcomes and benchmarks.

10. Plan for Using Assessment Results to Improve Program

Assessment results will be aggregated every fifth year, starting with the 2024-25 Academic Year and reviewed with an eye toward re-aligning outcomes and benchmarks. Cumulative results will also be shared with external reviewers every ten years and in conjunction with the required ten-year self-study. The collected results and reviews will be the basis for making improvements to the program, student learning outcomes, and/or benchmarks.

11. What are the plans to evaluate students' post-graduate success?

The department will collect post-graduate information on all three majors in conjunction with each scheduled program review. The results will be grouped by career category (e.g., government, law, business, education, etc.) and include percentages for each category.

12. What are the plans to evaluate teaching effectiveness?

Teaching effectiveness is evaluated annually and as a part of the department chair's merit rankings. The evaluation is based on student course evaluations, peer observation reports, and course syllabi and other related class materials.

13. Submit Assessment Plan

Send completed form electronically to assessment@uca.edu.

For questions or concerns please contact:

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Appendix A
Outcome #1: Multiple-Choice Assessment for PADM 2310,
Intro to Public Administration & Policy

1. A public policy represents:
 - a) Government action or inaction in response to a public problem
 - b) Actions of think tanks or interest groups to address public problems
 - c) Actions by the private sector
 - d) Actions or inaction by individual citizens

2. _____ refers to the institutions and political processes through which public policy choices are made:
 - a) Government
 - b) Federalism
 - c) Policy analysis
 - d) Politics

3. _____ are economic justifications for why government becomes involved in societal problems
 - a) Policy impacts
 - b) Policy subsystems
 - c) Market failures
 - d) Agendas

4. The ideology of individual members of Congress is an example of the _____ context that affects the development of public policy.
 - a) Governing
 - b) Social
 - c) Cultural
 - d) Political

5. The federal court system provides a vital role in public policymaking by:
 - a) Interpreting the policy decisions made by other agencies of government
 - b) Enforcing the policy decisions made by others
 - c) Developing new laws that fine-tune the policy decisions by others
 - d) Implementing the policies made by others

6. Which of the following best describes the sequence of policymaking:
 - a) Policy formulation, evaluation, agenda setting, and adoption
 - b) Agenda setting, formulation, adoption, implementation, and evaluation
 - c) Policy evaluation, formulation, implementation, and adoption
 - d) Policy implementation, formulation, evaluation, agenda setting

7. Actions taken in pursuance of policy decisions such as the number of roads built, amount of welfare benefits paid, or the number of children educated are called:
 - a) Public policies

- b) Policy statements
 - c) Policy outputs
 - d) Policy outcomes
8. A condition or situation that produces needs or dissatisfaction on the part of people for which relief is sought is referred to as a:
- a) policy statement
 - b) policy problem
 - c) policy output
 - d) policy outcome
9. Policy problems to which policy-makers are giving active and serious attention constitutes:
- a) the institutional agenda
 - b) the systemic agenda
 - c) the private sector agenda
 - d) the broadest agenda of government
10. Developing acceptable courses of action for dealing with policy problems is referred to as:
- a) Problem definition
 - b) Agenda setting.
 - c) Policy formulation
 - d) Policy adoption
11. Policy implementation is the:
- a) Passing of legislation by elected officials
 - b) Carrying out, or accomplishing the law
 - c) Identifying possible solutions to a policy problem
 - d) Assessing the effectiveness of a public policy
12. The policymaking stage during which new issues are identified as problems for government to address is called:
- a) Policy formulation
 - b) Policy implementation
 - c) Policy adoption
 - d) Agenda setting
13. Which of the policy typologies identified by Theodore Lowi refers to the situation where government spends money to provide grants or programs without regard to where the money will come from to pay for it?
- a) Distributive
 - b) Redistributive
 - c) Regulatory
 - d) Self-Regulatory
14. The main reason that government gets involved in addressing a public problem is to:

- a) Ensure continuity of externalities
 - b) Conduct policy analysis
 - c) Improve policy capacity of states
 - d) Ensure that the general “public good” is maintained and protected
15. _____ are informal relationships among a congressional subcommittees, executive agencies, and relevant interest groups where policy formulation occurs:
- a) Issue networks
 - b) Political insiders
 - c) Informal actors
 - d) Independent regulatory commissions
16. A(n) _____ is a large, complex organization in which employees have specific job responsibilities and work within a hierarchy of authority
- a) Interest group
 - b) Bureaucracy
 - c) Party platform
 - d) Caucus
17. Bureaucrats play a significant role in policy formulation due to their:
- a) Longevity in an agency
 - b) Expertise in a particular policy area
 - c) Delegated authority to act
 - d) All of the above
18. The following is a true statement regarding public administration:
- a) It is identical to administration in the private sector
 - b) It is getting the public’s business done or translating the will of the state into actions of the state
 - c) It is narrow in scope, comprising only a few organizations and activities
 - d) It is not influenced by the political system
19. The primary implementers of public policy are:
- a) Elected officials
 - b) Non-profit organizations
 - c) Bureaucracy and bureaucrats
 - d) Private sector organizations
20. The institution that performs the day-to-day work of government is referred to as:
- a) The Bureaucracy
 - b) The Presidency
 - c) The Legislature
 - d) The Judiciary
21. The following is a true statement regarding a street level bureaucrat:
- a) Generally, it refers to someone at the “lower levels” of a bureaucracy

- b) It refers to a bureaucrat who is directly delivering a service to a citizen
 - c) Street level bureaucrats have policy making power
 - d) All of the above
 - e) Both a and b
22. The “Father of public administration” is:
- a) Woodrow Wilson
 - b) Max Weber
 - c) Luther Gulick
 - d) Frederick Taylor
23. Federal cabinet departments and major agencies such as the CIA and EPA are found in which branch of government?
- a) Executive
 - b) Legislative
 - c) Judicial
 - d) Executive and judicial
24. The development of public administration in American can best be described as:
- a) Developing all at once at the founding of our nation
 - b) Developing piecemeal over time to address various societal problems and citizen demands
 - c) Developing rather quickly soon after the founding of our nation
 - d) Developing in the same manner as European public administration
25. Public bureaucracies differ from private organizations in that
- a) Private businesses must hire competent people
 - b) Private businesses strive to be more efficient
 - c) Private companies are relatively free to change the scope or the type of business they do
 - d) Public agencies are required to comply with the laws that apply to them

Scoring Rubric	Test Scores	Percentages	Categories
	0-14	<60%	1 – Insufficient
	15-17	60-68%	2 – Beginning
	18-19	72-76%	3 – Developing
	20-22	80-88%	4 – Proficient
	23-25	92-100%	5 – Exceptional

Appendix B
Outcomes 2 and 3: Research and Writing Rubric

Criteria	4	3	2	1
Syntax & Mechanics	Demonstrates clear and fluid control of syntax and mechanics that skillfully communicates meaning to the reader	Uses syntax and mechanics to generally convey meaning to the reader with few errors	Uses mechanics and syntax to generally convey meaning to the reader but contains significant errors	Syntax and mechanics of writing are so poor as to interfere with reader's ability to understand meaning
Genre and Disciplinary Conventions	Skillfully adheres to the conventions of the discipline-including organization, presentation, formatting, and style	Mostly adheres to the conventions of the discipline-including organization, presentation, formatting, and style	Attempts to follow the conventions of the discipline but contains significant errors	Fails to follow appropriate modes of organization and presentation
Sources & Evidence	Demonstrates a skillful and critical use of appropriate sources	Demonstrates an adequate use of source material	Uses sources but not all sources are appropriate or relevant	Demonstrates a lack of understanding of source material OR fails to use sources altogether
Content	Demonstrates an advanced understanding of all issues being discussed	Demonstrates an adequate understanding of relevant issues	Demonstrates a partial understanding of relevant issues	Demonstrates a minimal or inaccurate understanding of relevant issues

Appendix C
Outcome #4: Internship Assessment

Employer Evaluation Form for Public Administration Student Internship

NAME OF STUDENT _____

Please answer the following questions regarding the student intern under your supervision:

Did the intern arrive promptly for the job?

Did the intern work the agreed upon number of hours per week?

Did the intern conduct himself/herself in a professional manner?

Did the intern follow office procedures?

Did the intern work well or cooperate with others in completing the projects or task assigned?

Did the intern show an interest in the work and a willingness to understand the activities of the agency?

Please describe the projects or tasks assigned to the intern.

On a scale of 1 to 10 (where 1 represents a poor job and 10 represents an excellent job) how well did the intern complete the assigned projects or tasks?

On a scale of 1 to 10 (where 1 represents a poor job and 10 represents an excellent job) how would you rank the overall work of the intern with your agency?

Please feel free to provide any written comments concerning the intern and his/her employment with your agency.

Name of Supervisor _____

Contact Information _____

Internship Coordinator Rating Form:

Activities:	Points:
Required # of Internship Hours Completed/Journal	30
Attendance at class meetings	10
Policy Paper	40
Employer Evaluation	20

(Combined score on questions #6 and #7 on employer evaluation)

Total points

Points:	Rubric Equivalent
0-59	1 (Insufficient)
60-69	2 (Insufficient)
70-79	3 (Proficient)
80-89	4 (Proficient)
90-100	5 (Exceptional)

Appendix D Curriculum Map

Public Administration	SLO 1	SLO2	SLO 3	SLO 4
	Public Administration students will understand the fundamental terms, concepts, or principles of public administration and public policy including being able to identify key public policy actors and their roles, contextual factors impacting American policy-making, the stages of the policy process, and bureaucratic structures and organizations at each level of government.	Students will demonstrate research and writing skills by using appropriate syntax, grammar, sources and citation, organization, and formatting.	Students will also demonstrate critical thinking skills.	Public Administration students will demonstrate professionalism and disciplined work habits through the required internship.
BPA/Public Administration				
PADM 1110	I	I	I	I
PADM 2310	I	I	I	
PADM 3310	R	R	R	R
PADM 3320	R	R	R	
PADM 4V89	A	A	A	
PADM 4V99	A	A	A	
PADM 4310	A	A	A	A
PADM 4320	A	A	A	
PADM 4330	A	A	A	
PADM 4340	A	A	A	
PADM 4350	A	A	A	
PADM 4360	A	A	A	
PADM 4370	A	A	A	
PADM 4380	A	A	A	
PADM 4610	A	A	A	A
PSCI 2312	I	I	I	
PSCI 2322	I	I	I	
PSCI 3300	R	R	R	
PSCI 3316	R	R	R	
PSCI 3320	R	R	R	
PSCI 3336	R	R	R	
PSCI 4334	A	A	A	
PSCI 4335	A	A	A	
Level of Engagement: I = INTRODUCED ; R = REINFORCED ; A = APPLIED				