Learning Outcome Assessment Approach
Program Assessment Plan 2017
Competencies in
Master of Public Administration
University of Alaska Southeast

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A. Introduction – An Applied Learning Approach

The Master of Public Administration is a professional degree for public and non-profit managers. It is delivered through a variety of distance technologies to students in Alaska and the Yukon. The MPA degree prepares students for leadership at all levels of government and in non-profit organizations. It is designed for working professionals who seek to increase knowledge and credentials in public administration. Graduate study at UAS has, as its principal purpose, the attainment of a high level of competence in a chosen field of learning. Upon completion of graduate studies, thegraduate should be able to claim scholarly and professional standing in his or her field. The goal of scholarship should be the students strongest motivation as a graduate student.

B. MPA Strategic Goal and Vision

The Master of Public Administration (MPA) program is designed to develop the workplace skills and facilitate the intellectual growth and ethical behavior of public managers throughout the state and in the Yukon Territory of Canada. Through the study of responsible and responsive government it further engenders a responsible and informed citizenship. In an age of globalization and lifelong learning public managers need to improve their management skills. However, for many in Alaska, it is not possible to interrupt professional careers, and move to a university community. The MPA program is committed to bringing high quality public management education to students throughout Alaska and Yukon

C. Students

The Master of Public Administration (MPA) at University of Alaska Southeast (UAS) began in 1972. It is directed towards in-service professionals employed in federal, state and local government who seek to improve their knowledge, skills and credentials. Consequently, most all students are part time or in-service, taking 1-2 classes a semester. Student ages range from 20s to 50s, and are located across Alaska and in Yukon, Canada. Student may continue to take classes after leaving Alaska, but the program is not marketed to non-Alaskans.

D. Distance Delivery Methodology
The MPA at UAS is committed to delivering primarily "live" or "synchronous" classes, supplemented by some asynchronous internet technologies. Current synchronous technologies include television broadcasts, video and audio conferencing and interactive webcasts. The MPA is committed to building a learning community through students interactions.

E. Curriculum
The program consists of 12 courses or 36 credit hours with a required core of nine courses, plus three electives. The core consists of:

PADM601 Introduction to Public Administration
PADM604 Research Methods in Administration
PADM610 Organizational Theory and Behavior
PADM618 Law for Public Managers
PADM624 Human Resources Administration
PADM625 Economics and Public Policy
PADM628 Public Financial Management
PADM688 Program Evaluation and Performance Measurement
PADM690 Public Administration Capstone

F. Core Values
The core values of the MPA are reflected in the five commitments articulated in the Code of Ethics of the American Society for Public Administration (ASPA) [appendix 1]:
1. Serve the Public Interest
2. Respect the Constitution and the Law
3. Demonstrate Personal Integrity
4. Promote Ethical Organizations
5. Strive for Professional Excellence

G. Competencies
The Department of Business and Public Administration has articulated management outcomes for the UAS general competencies.
1. Competency in Communication

> 1.1 Students possess effective professional writing skills appropriate in their fields.
> 1.2 Students can make effective presentations supplemented by appropriate technology.

2. Competency in Quantitative Skills

2.1 Students recognize organizational contexts where quantitative analysis may provide useful insights, and understand the nature of data needed to use various quantitative analysis tools.

2.2 Students can select and apply appropriate quantitative techniques.

2.3 Students understand how to interpret analytical results and formulate logical conclusions based upon the results.

3. Competency in Information Literacy

3.1 Students understand the role of information in helping organizations operate efficiently and effectively, and in solving management problem

3.2 Students can define search criteria, locate, and access appropriate information.

3.3 Students can effectively evaluate the accuracy, validity, and relevance of information for use in management decision making.

4. Competency in Computer Usage

4.1 Students demonstrate competency in the selection and use of appropriate management technologies.

4.2 Students understand information systems, their role in management functions and organizational communications, internally and externally.

5. Competency in Professional Behavior

5.1 Students understand ethical and professional responsibilities of managers. They recognize ethical dilemmas and formulate effective ethical strategies for dealing with those situations.

5.2 Students can work effectively in various roles with diverse individuals and groups to achieve common goals.

5.3 Students can assume leadership roles. They can quickly understand what needs to be done, organize, prioritize, and delegate tasks.

6. Competency in Critical Thinking

6.1 Students are able to identify, evaluate, analyze, and solve diverse and unstructured management problems in unfamiliar settings.

6.2 Students can use, synthesize, and evaluate data / evidence, exercise judgment, and assess risks in reaching decisions to solve real-world problems.

6.3 Students understand the holistic and systemic nature of the organization and its internal and external environment.

H. Additionally the Master of Public Administration Program has identified the following discipline related skill areas.

7. Competency in Public Administration
        7.1 Politics and the Constitutional Environment
        7.2 Democracy and the Public Interest
        7.3 Organizational Theory
        7.4 Organizational Behavior and Leadership.
        7.5 Economic Analysis
        7.6 Public Financial Management
        7.7 Human Resource Management
        7.8 The Legal Environment
        7.9 Public Administration Ethics
        7.10 Research and Program Evaluation

I. Approach to Assessment of Competencies and Student Learning Outcomes
General and disciplinary competencies are presented and assessed in the public administration core curriculum as outlined below. Student learning outcomes and rubrics for assignments are included in the syllabus for each PADM course.

* Presented
X Assessed

MPA CORE COURSES

	601	604	610	618	624	625	628	688	690
Competency									
1.1	*	*	*	*	*	*	*	*	*X
1.2	*	*X	*	*	*	*	*	*	
2.1	*	*X				*	*	*	
2.2		*X				*	*	*	
2.3		*X				*	*	*	
3.1	*	*	*	*	*	*	*	*X	
3.2	*	*X	*	*	*	*	*	*	
3.3	*	*X	*	*	*	*	*	*X	
4.1	*	*X	*	*	*	*	*	*	
4.2	*	*	*	*	*	*	*	*X	
5.1	*	*	*	*	*	*	*	*	*X
5.2		*X	*		*			*	
5.3		*X	*		*				
6.1	*	*	*	*	*	*	*	*X	
6.2	*	*	*	*	*	*	*	*X	
6.3	*	*	*	*	*	*	*	*X	*
7.1	*		*	*			*	*	*X

7.2	*			*					*X
7.3	*		*				*		*X
7.4	*		*		*		*		*X
7.5	*					*			*X
7.6	*					*			*X
7.7	*				*				*X
7.8	*				*	*			*X
7.9	*	*	*	*	*		*		*X
7.10	*	*				*		*	*X

J. Data Collection and Analysis

Several methods will be employed for summarizing and collecting data and information guided by the Student Learning Outcomes for each course.   Several methods are listed below.

- Grades (Quantitative)
- Graduation rates (quantitative)
- Withdraw rates (quantitative)
- Student evaluations (qualitative)
- Assessment of competencies (qualitative)

Student competencies in MPA specific learning outcomes are demonstrated most comprehensively in the Capstone class and in particular the Capstone project where synthesis of the theory and practices

END