



ACADEMIC PROGRAM ASSESSMENT ANNUAL REPORT

If you have any questions, comments or ideas about this form, please consult the **GUIDE** or email assessmentacademy@ualr.edu.

Academic Program	UA Clinton School of Public Service MPS
Data Collection Period	07/01/2021 – 06/30/2022
Report Contact	Dr. Chul Hyun Park
Date Submitted to College Dean’s Office	

A. Academic Program Overview

1. Is your program covered by SKIM legislation? Yes No

Refer to the Guide for a list of SKIM-legislated programs.

2. Academic Program Mission

Your program’s student learning goals should tie to your mission. Please state your department’s or program’s mission.

The mission of the University of Arkansas Clinton School of Public Service is to educate and prepare professionals in public service who understand, engage, and transform complex social, cultural, economic, and political systems to ensure equity, challenge oppression, and effect positive social change.

We realize our mission by:

1. Operating at the intersection of theory and practice.
2. Establishing, nurturing and maintaining a community of students, scholars, and experienced public servants.
3. Creating and sustaining partnerships and alliances with public, for-profit, non-profit, philanthropic, and volunteer sectors.
4. Systematically evaluating the School’s effectiveness in fulfilling its mission

3. Student Learning Goals for Academic Program

List all student learning goals (“At the end of this program, students will be able to...”) for the academic program identified above, and—if your program is covered by SKIM—how the SKIM goals map to your program goals. If you prefer to provide the list as an appendix, type “See appendix” in box below and attach appendix to this report. For guidance in writing measurable student learning goals and for a list of SKIM goals, please see the GUIDE.

Student Learning Goal #1: Students will be proficient in the body of knowledge related to public service

Learning Outcome 1.1 Students will be familiar with and make connections among the major concepts, theoretical perspectives, empirical findings, and historical trends relevant to public service.

Learning Outcome 1.2 Students will understand the complexities of public service work in local, regional, national, and international contexts.

Student Learning Goal #2: Students will facilitate participatory social change that advances social and economic justice.

Learning Outcome 2.1 Students will identify, develop, and/or mobilize resources (e.g., human, social, economic, political, physical, civic, etc) to facilitate social change.

Learning Outcome 2.2 Students will understand social change models and how to apply them appropriately.

Student Learning Goal #3: Student will be proficient in field research

Learning Outcome 3.1 Students will conceptualize issues to be studied and formulate appropriate research questions.

Learning Outcome 3.2 Students will apply extant field research to public service work.

Learning Outcome 3.3 Students will use appropriate information gathering techniques and methods in field research.

Learning Outcome 3.4 Students will conduct appropriate data analysis.

Learning Outcome 3.5 Students will critically analyze methods, results, and implications.

Student Learning Goal #4: Students will be proficient in field project work.

Learning Outcome 4.1 Students will design projects using appropriate methods.

Learning Outcome 4.2 Students will implement an action plan appropriate to the context.

Learning Outcome 4.3 Students will evaluate the implementation, outcome, and impact of a project.

Student Learning Goal #5: Students will be professional and ethical public servants.

Learning Outcome 5.1 Students will be aware of their own personal values and how they affect their public service work.

Learning Outcome 5.2 Students will use critical thinking skills to address ethical and professional dilemmas.

Learning Outcome 5.3 Students will understand public service values, principles and behaviors.

Learning Outcome 5.4 Students will be able to work with diverse populations.

B. Reflecting on Last Year's Improvement Plans and Communication

1. Continuous Improvement Initiatives Based on Results from Last Year's Report

Describe actions taken based on results from your last assessment report (For example, what aspects of the curriculum were revised, developed, or maintained? Did you adjust assessment methods, change learning objectives or revise target achievement levels? If you received feedback from your college assessment committee, how did you incorporate it?)

Last year, we determined that the Clinton School MPS program was on track in meeting its specific learning goals and outcomes. Based on that achievement, we did not make plans to adjust our curriculum at that time. However, with the addition of our new Dean, Victoria DeFrancesco Soto, as well as two new faculty members, we are currently in the process of undertaking a curriculum review. We have met as a faculty to review curricular issues and added two new certificate programs focusing on data analysis and communication. These certificates include already established courses, so they require no additional review of learning outcomes. We have also met as a subcommittee of those teaching data analysis-related courses to ensure curricular integration across courses in the new certificate programs.

2. **Involvement/Communication with Program Stakeholders Based on Results from Last Year's Report**

All program assessment reports are posted on college websites. Beyond posting, did you communicate your results with your program's stakeholders? If so, how, and what feedback did you receive (if any)? (The Guide includes more information on communicating assessment results and involving stakeholders in assessment analysis and results.)

Last year, we shared our results with stakeholders in several ways. We shared the results with our faculty and staff at our regularly scheduled faculty/staff meeting. We also shared the findings with student representatives of our Student Government Association, posted them publicly on our website, and sent them to our community partners via our quarterly newsletter. We did not receive any specific feedback.

C. Current Year's Assessment Report

1. Student Learning Goal(s) Assessed for This Report

List which specific goals are assessed in this report. If these map to the SKIM goals, please indicate which ones (Refer to the Guide for a list of SKIM goals).

This year's report assesses Student Learning Goals #3 and #4 and their related outcomes.

Student Learning Goal #3: Student will be proficient in field research

Learning Outcome 3.1 Students will conceptualize issues to be studied and formulate appropriate research questions.

Learning Outcome 3.2 Students will apply extant field research to public service work.

Learning Outcome 3.3 Students will use appropriate information gathering techniques and methods in field research.

Learning Outcome 3.4 Students will conduct appropriate data analysis.

Learning Outcome 3.5 Students will critically analyze methods, results, and implications.

Student Learning Goal #4: Students will be proficient in field project work.

Learning Outcome 4.1 Students will design projects using appropriate methods.

Learning Outcome 4.2 Students will implement an action plan appropriate to the context.

Learning Outcome 4.3 Students will evaluate the implementation, outcome, and impact of a project.

2. Assessment Methods and Results for Student Learning Goals Assessed This Year

Identify and briefly describe method or methods used for each learning goal assessed and identify the location where the data are stored. Identify the target achievement level for each learning outcome and describe the assessment results. See list of common assessment methods in the Guide for reference.

Student Learning Goal #3: Student will be proficient in field research	
If this goal maps to SKIM, indicate which SKIM goal:	
Methods	This goal and its related objectives were assessed using indirect methods. Last year, the assessment committee worked with faculty to create a curriculum map to determine which learning goals/outcomes were covered in each course. This map included required courses. This year, we worked with the registrar to collect average course grades for the courses mapped for goals #3 and #4. We estimated the overall average of students' final grades at a course level. More specifically, we used middle numbers for respective letter grades as follows: A=95, B=85, C=75, D=65, and F=55. Then, we summed these course grades together to determine an average grade for each outcome.
Data Repository	We worked with the school registrar to get letter grades at a course level. All data was stored in password protected Google Drive folders.
Target Achievement / Benchmark	Students will receive an overall average score of 80% for each outcome.
Results	<p><i>Learning Outcome 3.1</i> Students will conceptualize issues to be studied and formulate appropriate research questions. Outcome Average=91.2%</p> <p><i>Learning Outcome 3.2</i> Students will apply extant field research to public service work. Outcome Average=92.4%</p> <p><i>Learning Outcome 3.3</i> Students will use appropriate information gathering techniques and methods in field research. Outcome Average=92.8%</p> <p><i>Learning Outcome 3.4</i> Students will conduct appropriate data analysis. Outcome Average=93.9%</p> <p><i>Learning Outcome 3.5</i> Students will critically analyze methods, results, and implications. Outcome Average=93.9%</p> <p>(Full results can be found in the attached appendix.)</p>

Student Learning Goal #4: Students will be proficient in field project work.	
If this goal maps to SKIM, indicate which SKIM goal:	
Methods	Methods were the same for this learning goal.

Data Repository	We worked with the school registrar to get letter grades at a course level. All data was stored in password protected Google Drive folders.
Target Achievement / Benchmark	Students will receive an overall average score of 80% for each outcome.
Results	<p><i>Learning Outcome 4.1</i> Students will design projects using appropriate methods. Outcome Average=92.8%</p> <p><i>Learning Outcome 4.2</i> Students will implement an action plan appropriate to the context. Outcome Average=93.9%</p> <p><i>Learning Outcome 4.3</i> Students will evaluate the implementation, outcome, and impact of a project. Outcome Average=94.0%</p> <p>(Full results can be found in the attached appendix.)</p>

3. Action Plan Based on Assessment Results for This Year’s Report

Describe conclusions drawn from assessment results and any plans for improvement. For example, what aspects of the curriculum will be revised, developed, or maintained? Will assessment methods be adjusted? Will learning objectives or benchmarks be revised?

Based on our current benchmarks (80%), the Clinton School program is on track in meeting its specific learning goals and outcomes. Based on that achievement, we do not have plans to adjust our curriculum at this time. However, we plan to request feedback from faculty, students, alumni, and other stakeholders about additional areas of improvement for curriculum in the future. Also, we will conduct a comprehensive review of our curriculum and program assessment plan during AY 2024-2025.

4. Communication to Stakeholders

All program assessment reports are posted on college websites. Beyond posting, will you communicate or have you communicated your results with your program’s stakeholders? If so, how, and what feedback did you receive (if any)? (The Guide includes more information on communicating assessment results and involving stakeholders in assessment analysis and results.)

We will share our results from this report with stakeholders in similar ways as last year. Each activity will take place in Fall 2022. First, we will share results with faculty and staff at our regularly scheduled faculty/staff meetings. We will also share the results with current students via meetings with our student government representatives. Next, we will share the results with alumni via our upcoming Alumni Board meeting. We will share results with our field service project partners and potential employers via our community e-newsletter. Finally, we will share with prospective students and the general public by posting results on our website. In each capacity, we will welcome feedback on our findings. The faculty will meet again in Spring 2022 to discuss the feedback and any strategies for improvement for next year.

5. Faculty Involvement

For the assessment roles and activities listed below, indicate what percentage of the program’s faculty members were involved. (This information is requested for reporting to HLC and will not be used for purposes of evaluating faculty workload.)

Our faculty consists of 7 members.

Creating assessment plan – 42.9% of full-time faculty members were involved (3/7)

Learning activity design – 100% of full-time faculty members were involved (7/7)

Rubric design - 100% of full-time faculty members were involved (7/7)

Rubric norming -- 100% of full-time faculty members were involved (7/7)

Evaluating learning activities -100% of full-time faculty members were involved (7/7)

Analyzing data – 42.9% of full-time faculty members were involved (3/7)

Developing improvement plans - 42.9% of full-time faculty members were involved at this stage (3/7), but 100% will be involved at a later date

Communication with stakeholders – 42.9% of full-time faculty members were involved (3/7)

Other (please describe below)

6. Future Professional Development

Are there any areas of assessment, continuous improvement and/or communication with stakeholders in which you would like to have professional development in the coming year?

We have not identified any specific professional development needs in assessment, continuous improvement and/or communication in the coming year. However, we plan to use information from the feedback from our stakeholders to identify areas that might need improvement in the future. Importantly, we will conduct a comprehensive review of our curriculum and program assessment plan during AY 2024-2025.