ACADEMIC PROGRAM ASSESSMENT ANNUAL REPORT

Academic Program	UA Clinton School of Public Service EMPS
Data Collection Period	07/01/2020 – 06/30/2021
Report Contact	Dr. Chul Park
Date Submitted to College Dean's Office	09/10/2021

A. Academic Program Overview

1. **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

2. **Student Learning Goals for Academic Program**

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/*o*r 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?

We submitted our first assessment plan in AY2020. This is our first assessment report, so we do not have results from last year.

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)?

This is our first assessment report, so we do not have results from last year.

C. Current Year's Assessment Report

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

List which specific goals are assessed in this report.

This year's report assesses Student Learning Goals #1 and #2 and their related outcomes.

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.

2. **Assessment Methods and Results for Student Learning Goals Assessed This Year**
Identify and briefly describe 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.

Student Learning Goal #1: Students will be proficient in the body of knowledge related to public service	
Methods	This goal and its related objectives were assessed using indirect methods. First, 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 both required courses and electives. Then, we collected average course grades from each faculty member for the courses mapped for goals #1 and #2. When we were unable to collect the data from faculty, we used letter grades (A through F) (A through F) to estimate 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	Course grades were collected from each faculty member using password protected, encrypted Google forms. When we were unable to collect the data from faculty members, 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	**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. **Outcome Average = 90.04%**

	1.2 Students will understand the complexities of public service work in local, regional, national, and international contexts. **Outcome Average = 88.81%** (Full results can be found in the attached appendix.)

Student Learning Goal: Student Learning Goal #2: Students will facilitate participatory social change that advances social and economic justice	
Methods	Methods were the same for this learning goal.
Data Repository	Course grades were collected from each faculty member using password protected, encrypted Google forms. When we were unable to collect the data from faculty members, 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	2.1 Students will identify, develop, and/or mobilize resources (e.g., human, social, economic, political, physical, civic, etc) to facilitate social change. **Outcome Average = 91.62%** 2.2 Students will understand social change models and how to apply them appropriately. **Outcome Average = 90.72%** (Full results can be found in the attached appendix.)

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)?

We will share our results from this report with stakeholders in several ways. Each activity will take place in Fall 2021. 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 2021 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)
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> **Learning activity design** – 100% of full-time faculty members were involved (7/7)
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> **Rubric design** - 100% of full-time faculty members were involved (7/7)
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> **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.