Academic Program Assessment Plan (EMPS)

Section 1: Mission Statement

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 .

Section 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 Outcom*e 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.

Section 3: Assessment Grid

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

Learning Outcome	Courses selected for outcome assessment
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.	CSPS 7223 – Foundations CSPS 7303 – Communication CSPS 7314 - Advocacy in Public Service CSPS 7333 – Program Planning and Development CSPS 7320/7322 – Capstone and Capstone Proposal
1.2 Students will understand the complexities of public service work in local, regional, national, and international contexts.	CSPS 7223 – Foundations CSPS 7314 - Advocacy in Public Service CSPS 7320/7322 – Capstone and Capstone Proposal

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

Learning Outcome	Courses selected for outcome assessment
2.1 Students will identify, develop, and/or mobilize resources (e.g., human, social, economic, political, physical, civic, etc) to facilitate social change.	CSPS 7303 – Communication CSPS 7314 - Advocacy in Public Service CSPS 7323 – Leadership in Public Service CSPS 7333 – Program Planning and Development CSPS 7320/7322 – Capstone and Capstone Proposal
2.2 Students will understand social change models and how to apply them appropriately.	CSPS 7303 – Communication CSPS 7314 - Advocacy in Public Service CSPS 7333 – Program Planning and Development CSPS 7320/7322 – Capstone and Capstone Proposal

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

Learning Outcome	Courses selected for outcome assessment
3.1 Students will conceptualize issues to be studied and formulate appropriate research questions.	CSPS 7335 – Field Research in Public Service CSPS 7333 – Program Planning and Development CSPS 7320/7322 – Capstone and Capstone Proposal
3.2 Students will apply extant field research to public service work.	CSPS 7335 – Field Research in Public Service CSPS 7333 – Program Planning and Development CSPS 7320/7322 – Capstone and Capstone Proposal
3.3 Students will use appropriate information gathering techniques and methods in field research.	CSPS 7315 – Data Analysis CSPS 7335 – Field Research in Public Service CSPS 7333 – Program Planning and Development

	CSPS 7334 – Program Evaluation
	CSPS 7320/7322 – Capstone and Capstone Proposal
3.4 Students will conduct appropriate data analysis.	CSPS 7315 – Data Analysis
	CSPS 7335 – Field Research in Public Service
	CSPS 7334 – Program Evaluation
	CSPS 7320/7322 – Capstone and Capstone Proposal
3.5 Students will critically analyze methods, results, and implications.	CSPS 7315 – Data Analysis
	CSPS 7335 – Field Research in Public Service
	CSPS 7334 – Program Evaluation
	CSPS 7320/7322 – Capstone and Capstone Proposal

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

Learning Outcome	Courses selected for outcome assessment
4.1 Students will design projects using appropriate methods.	CSPS 7335 – Field Research in Public Service
	CSPS 7333 – Program Planning and Development
	CSPS 7320/7322 – Capstone and Capstone Proposal
4.2 Students will implement an action plan appropriate to the context.	CSPS 7323 – Leadership in Public Service
	CSPS 7320/7322 – Capstone and Capstone Proposal
4.3 Students will evaluate the implementation, outcome, and impact of a project.	CSPS 7315 – Data Analysis
	CSPS 7334 – Program Evaluation
	CSPS 7320/7322 – Capstone and Capstone Proposal

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

Learning Outcome	Courses selected for outcome assessment
5.1 Students will be aware of their own personal values and how they affect their public service work.	CSPS 7223 – Foundations
	CSPS 7323 – Leadership in Public Service
	CSPS 7326 - Philanthropy Leadership and the Non-profit Sector
	CSPS 7320/7322 – Capstone and Capstone Proposal
5.2 Students will use critical thinking skills to address ethical and professional dilemmas.	CSPS 7223 – Foundations
	CSPS 7323 – Leadership in Public Service
	CSPS 7326 - Philanthropy Leadership and the Non-profit Sector
	CSPS 7335 – Field Research in Public Service
	CSPS 7320/7322 – Capstone and Capstone Proposal
5.3 Students will understand public service values, principles and behaviors.	CSPS 7223 – Foundations
	CSPS 7314 - Advocacy in Public Service
	CSPS 7326 - Philanthropy Leadership and the Non-profit Sector
	CSPS 7320/7322 – Capstone and Capstone Proposal
5.4 Students will be able to work with diverse populations.	CSPS 7223 – Foundations
	CSPS 7303 – Communication
	CSPS 7314 - Advocacy in Public Service

	CSPS 7323 – Leadership in Public Service
	CSPS 7326 - Philanthropy Leadership and the Non-profit Sector
	CSPS 7320/7322 – Capstone and Capstone Proposal

To determine whether each of learning goals is achieved, we will assess learning outcomes by calculating the mean of overall grades for courses identified in the above assessment grid. The faculty will submit summary statistics, which provide overall course grades (%) and the number of students, to the Faculty Affairs Committee annually by June 1st. The Faculty Affairs Committee will analyze the summary data and then submit the program assessment report annually to the UAMS by September 15th. The benchmark for annual program assessment is an overall average score of 80% for each outcome.

Section 5: Assessment Cycle Timeline

Length of assessment cycle: 4 years
- Year 1: Assessment of learning goal 1 & 2
- Year 2: Assessment of learning goals 3 & 4
- Year 3: Assessment of learning goals 5
- Year 4: Comprehensive assessment

Date for next review of assessment plan: Summer 2024

Section 6: Continuous Improvement Process

The Clinton School has a 4-year assessment cycle as stated earlier. In the first year, assessment data on the School's learning goals 1 and 2 will be collected from the courses mentioned in the curriculum map. Especially, during the first year, the School will seek to review and develop an integrated curriculum across core courses included in the curriculum map, in particular during the summer faculty retreat. In the second year, the faculty will collect data on learning goals 3 and 4. In the third year, assessment data on learning goal 5 will be collected. Then, in the fourth year, the School will conduct a comprehensive program assessment. The faculty will review and analyze the data collected from the first year through the third year. Importantly, during the fourth year, the School will reach out to key stakeholders—including faculty, students, the Alumni Board, and community partner organizations—to get feedback on course content and assignments, teaching strategies, in-person and online programs as a whole, communication and relationships with stakeholders, and so forth. Based on assessment results, the School will make changes that are necessary.

Section 7: Stakeholder Involvement/Communication Plan

The Clinton School has a robust relationship with key stakeholders, including faculty, students (through the Student Government Association (SGA) and the Online Student Government Association (OSGA)), the Alumni Board, and community partner organizations. Ongoing communication with faculty and SGA/OSGA regarding curriculum issues will be performed through monthly faculty meetings. Also, communication and collaboration with local, national and international partner organizations occurs through the Office of Community Engagement.