**Master of Public Administration (MPA)**

**Educational Effectiveness** **Assessment Plan**

**Version 2008.2**

**Adopted by the PADM faculty on**

**Submitted to**

**the Dean of the College of Business and Public Policy on**

**Submitted to the UAA Office of Academic Affairs on**

**MPA**

**Educational Effectiveness Assessment Plan**

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# Introduction

Purpose**:** The purpose of this document is to provide a guide for assessment of the academic effectiveness of the Master of Public Administration degree program (MPA) and to provide resource for use in continuous improvement of the program.

This document addresses the needs of accreditors[[1]](#footnote-1), administrators[[2]](#footnote-2), external stakeholders, students, and faculty. Accreditors set general standards including the requirement that actual results agree with the stated mission. Administrators are accountable for program effectiveness and need to know whether the program is delivering promised learning outcomes. External stakeholders value the program’s effectiveness and also require and deserve empirical assurance of learning. Students need to know what they can reasonably expect to achieve from their significant investment of time and money in the MPA program. The faculty is responsible for instructional effectiveness and for making continuous improvements to the program based on the analysis of collected assessment data.

This plan is under revision following the Public Administration Department Five-Year Cyclic Program Review, completed June 2006. The plan seeks to incorporate Review Committee recommendations and recently approved revisions to the National Association of Schools of Public Affairs (NASPAA).

# Mission

The mission of the Department of Public Administration is derived from and consistent with the UAA Mission[[3]](#footnote-3) and the mission of the College of Business and Public Policy[[4]](#footnote-4). In addition, it responds to University of Alaska Program Review suggestions made by senior administrators during the 2007 review cycle and the 2006 Department of Public Administration Cyclic Program Review.[[5]](#footnote-5)

## University of Alaska Anchorage Mission Statement

The mission of the University of Alaska Anchorage is to discover and disseminate knowledge through teaching, research, engagement, and creative expression.  
   
Located in Anchorage and on community campuses in Southcentral Alaska, UAA is committed to serving the higher education needs of the state, its communities, and its diverse peoples.  
   
The University of Alaska Anchorage is an open access university with academic programs leading to occupational endorsements; undergraduate and graduate certificates; and associate, baccalaureate, and graduate degrees in a rich, diverse, and inclusive environment.

## College of Business and Public Administration Mission

The College of Business and Public Policy serves Alaska and global communities by training and educating the work force, promoting excellence in public, private and non-profit management and related business disciplines; providing professional assistance to public, private and non-profit organizations; and conducting basic, applied and pedagogical research.

## Department of Pubic Administration Mission

The Department of Public Administration enhances the quality and effectiveness of services provided to residents of Alaska and the globe by preparing professionals in the areas of public administration and policy analysis through quality training and education programs, by providing technical assistance to public administrators and agencies and conducting management and policy research.

# Market Need for Qualified Public Administrators and Policy Analysts

Alaska has the distinction of being the state with the largest public-sector workforce. Approximately 25.5% of Alaska’s GDP is derived from local, state, and federal employment. While the federal workforce is not projected to grow in the near future, the state and local workforce is expected to increase at 11.4% and 7.4%. In addition, Anchorage has a vast number of public and non-profit program administrators as well as a large number of individuals working in public policy development. For example, according to state Department of Labor statistics, there are *735* associations/non-profit companies, 353 government companies and 1,433 public sector companies inAnchorage, Alaska*.*  Anchorage is the corporate headquarters for the majority of Alaska Native Corporations and their subsidiary businesses. It also is the home of many statewide, regional, and local native non-profit entities. It is the site of more than five hundred federal and municipal agencies and departments. It contains the Anchorage School District as well as several non-profit private schools. In addition, Anchorage houses two United States military bases, and the state’s largest medical establishments, including four hospitals (one public, one VA (military), one non-profit, and one private) and other medical institutions and organizations. The city also is the site of UAA, Alaska Pacific University, Charter College, and several apprentice vocational, technical, industrial, and trade training schools and academies.

The market is rich with students who are well positioned to benefit professionally from the UAA MPA program. The market is well recognized as indicated by the fact that University of Washington regularly advertises its regular and mid-career Public Administration Degree Program to the Anchorage audience. The community has regularly expressed a desire to expand the MPA emphasis areas to include more planning and management, and tribal & resource management programs.

As the largest community in the State, many rural Alaskans have relatives living in Anchorage. Anchorage has the largest native community in the state. Students would be interested in the availability of a tribal administration class or program.

Anchorage has a growing and diverse ethnic population. In 1960, Anchorage had a minority population of only 8%. In 2004, Anchorage had a minority population of 30%. Since 1990, the majority of new residents have come from Mexico, Asia, and the Pacific Islands. The MPA program has a growing number of minority students. Responding to the interests and the needs of this new population is an important challenge for the MPA program and the UAA as a whole

# Public Administration Program Description

The Masters of Public Administration (MPA) graduate curriculum is specifically designed to meet the needs of the growing demands of Alaska undergraduate students and working professionals who are seeking knowledge, skills, and advancement in Public Administration, Planning & Policy. MPA students come from diverse backgrounds and professional experience. Most students live in Anchorage; however, many students come from communities across the State and others come from locations throughout the United States and the world.

Often students are mid-level managers who work full-time and are seeking to develop the leadership and analytical tools needed to attain higher leadership positions within their organizations. The UAA MPA program blends both academic and professional perspectives that provide the student with a practical orientation to the theories, values, and analytical and managerial skills critical to success in public life. The curriculum teaches tools, techniques, and insights that build strong administrative and public policy development capacity. It focuses on skills that are particularly relevant to Alaska.

Students have a choice of program emphasis areas: *Public Management; Policy Analysis; Health Administration;* or *Criminal Justice*. Each program offers an in-depth understanding of the essential elements related to effective administration, management, and organizational development. Graduate Students’ final capstone projects require high-quality analysis and academic expertise as applied to critical public policy and administrative issues.

The program has 2 faculty positions. This is supplemented by adjunct professors who typically teach 8 courses per academic year. Due to the lack of availability of adjuncts, the choice of both core area and emphasis area program courses are often limited. On a regular basis, UAA faculty members (often working in overload status) from other UAA programs teach MPA requirement core curriculum courses. Interviews with students tell us that students often select their emphasis program based on what classes are available, rather than on the program that is of genuine interest.

# NASPAA Accreditation

## Standards and Terminology

The National Association of Schools of Public Affairs and Administration (NASPAA) is the membership association of graduate programs in public administration, public policy and public affairs. NASPAA's Commission on Peer Review and Accreditation is the specialized accreditor of those master degree programs. Although not currently accredited the MPA program is a NASPAA member. As such, this plan was designed to meet NASPAA standards and program definitions. The NASPAA utilizes the term *competencies*: “Curriculum components shall develop student competencies that are consistent with the program mission.” [[6]](#footnote-6)

Competency-based education is an institutional process that moved education from what academics believe graduated need to know (teacher-focused) to what students need to know and be able to do in varying and complex situations (student and/or workplace focused.)[[7]](#footnote-7)

| NASPAA (MPA)  Competencies | **=** | UAA  program outcome |
| --- | --- | --- |

## MPA Competencies

According to NASPAA draft guidelines[[8]](#footnote-8) student competencies (program outcomes) ensure that students will be capable of acting ethically and effectively in pursuit of the public interest. NASPAA draft guidelines list competencies that should be explicitly included by programs. The MPA program has adopted these.

1. Leadership and decision making,
2. Communications,
3. Awareness of the values and tradeoffs in public service, including sustainability, citizen engagement, democratic values, transparency,
4. Role of financial, human, information, technology, and other resources,
5. Knowledge of the policy process, including assessment, and
6. Problem-solving, including the use of evidence.
7. Information processing and technology for effective administration (2007 new)

In addition, competencies used by each program should reflect the following environmental characteristics of the public service:

* + Multi-sectoral
  + Diversity
  + Globalization, and
  + Rapid technological change.

UAA PADM Program Correspondence of Competencies **and Course Descriptions**

This section examines the relationship between NASPAA competencies and the current course offerings of the Department of Public Administration. These courses include:

Core Courses

PADM 602: Seminar in Public Management

PADM 603: Management Analysis

PADM 604: Research Methods

PADM 606: Policy Making Process

PADM 628: Administration of Financial Resources

Public Management Emphasis

PADM 603: Management Analysis

PADM 610: Organizational Theory and Behavior

PADM 624: Human Resources Administration

Policy Analysis Emphasis

PADM 632: Policy Analysis

Health Administration Emphasis

PADM 624: Human Resources Administration

Plus three additional 600 level cources, mostly offered by the School of Nursing and the Department of Health Sciences

Criminal Justice Emphasis

15 additional credits offered by the Justics Center

Other PADM Electives

PADM 618: Public Accountability, Ethics and the Law

PADM 620: Internship in Public Administration and Policy

PADM 671: Selected Topics

PADM 688: Program Evaluation and Performance Measurement

All students are required to complete a final thesis.

PADM 659: Public Administration Capstone

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# Public Administration Performance

This section highlights the performance of the program using the common performance metrics of student hour production and the program’s success in training students for high demand occupations in Alaska. In addition, it discusses the plans to attract non-PADM students into the program.

## Student Credit Hours

|  | Baseline Data | | | | | Estimated | Targets | | | | Goals | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | FY03 | FY04 | FY05 | FY06 | FY07 | FY08 | FY08 | FY09 | FY10 | FY11 | FY12 | FY13 |
| SCH MPA students | 225 | 261 | 246 | 267 | 399 | 448 | 449 | 505 | 568 | 639 | 719 | 808 |
| SCH PADM students | 471 | 558 | 469 | 525 | 663 | 746 | 746 | 839 | 944 | 1062 | 1195 | 1344 |

Note: SCH-MPA students, reflects the credit hours for only those students officially accepted in the MPA program, and includes credit hours for ECON 625. Although this course is listed with another department, it is a core course requirement of the MPA program, and primarily filled by MPA students. For example, in FY07, 12 of the 13 students in the course were either in the MPA program or have since been admitted.

SCH-PADM students, includes credit hours for all students enrolled in PADM courses, excluding 500 level workshop classes.

The Public Administration program has shown significant growth in the past five years, growing at an average annual rate of almost 9%. Additional faculty will allow the department to increase the growth rate to 12.5% per year, which will double enrollment in 6 years.

## High Demand Job area degrees awarded

|  | Baseline Data | | | | | Estimated | Targets | | | | Goals | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | FY03 | FY04 | FY05 | FY06 | FY07 | FY08 | FY08 | FY09 | FY10 | FY11 | FY12 | FY13 |
| MPA graduates | 8 | 9 | 5 | 7 | 15 | 18 | 18 | 20 | 22 | 25 | 28 | 31 |

The number of MPA degrees awarded had been fairly stable until FY07 when degrees awarded more than doubled from the previous year. Based on the academic progress of current students, and an unusually large cohort, this is estimated to increase by 20 percent in FY08. Thereafter, MPA degrees awarded will keep pace with the increase in credit hours, growing 12.5% annually.

The Department of Public Administration awards the graduate MPA degree which trains students in Public Administration (PADM) and Public Management (PMGT) for high demand jobs in the area of business, finance and management. However, Public Administration also provides training for other high demand areas, including health administration and professions in the non-profit sector. Degrees within these areas are categorized in the Statewide Planning and Budget Development, Table of High Demand Job Area Degree Programs, within the High Demand Job Area of Health.

A Fraser Institute study of labor market characteristics lists Alaska as having over 25% of its employment constituted by the public sector, ranking higher than all other states and Canada. This concentration of government employment underscores the critical need for the Public Administration program.

## Strategic Enrollment Management Plans:

The department has made substantial progress in designing and implementing a plan for monitoring and managing enrollment. Recruitment to date has focused on those enrolled in PADM courses but not enrolled in the MPA program. In FY01 only 12% of non-degree seeking students later entered the program, increasing to 43% in FY06.

Beginning in Spring 2006, the department has had a graduate assistant employed 20 hours per week, allowing the program to make significant improvement in monitoring and managing enrollment and providing enhanced service to MPA students and prospective students. All applicants are contacted in writing within 30 days of submitting an application and are invited to contact the program for assistance with the application process, enrollment or other concerns. Students taking courses as non-degree seeking students are contacted when they are nearing the University’s 9 credit limit and encouraged to apply to the program. All students enrolled in any PADM course within the past three semesters are invited to the annual MPA Open House and receive a copy of the department’s biennial newsletter. Students who have been accepted into the program but have not taken classes within an academic year are contacted in hopes of drawing them back into classes. The 20 hour/week graduate assistant position is critical to maintaining the current level of service.

However, additional faculty is needed to further progress in this area. For example, the department’s five year review specifically mentions marketing as critical to the program’s growth, suggesting personal contact and outreach by faculty to various groups within the public and non-profit sectors. In addition, limited faculty is unable to meet the demand for student access and advising. Enhancing such personal connections is vital to retaining our students.

## Conformance with UAA Strategic Goals

**Goal 1: Student Success**

The University will provide the learning environments, support systems, academic programs, facilities, technology, and faculty to enable the life-long success of our students, with their diverse needs, interests, capabilities, and ambitions.

**Goal 2: Educational Quality**

The University will offer the highest quality in our educational offerings, from non-degree training programs to graduate degrees. Our campuses will provide the highest possible quality programs and services within their respective missions.

**Goal 3: Research Excellence**

The University will be a globally recognized leader in areas of research for which Alaska has special competitive capabilities or unique environments in key areas of culture, economy, and health, using approaches that integrate the human dimension with natural sciences, and expand from basic processes to synthesis and policy advice.

**Goal 4: Faculty and Staff Strength**

The University will recruit, develop, and retain a culturally diverse faculty and staff who bring excellence to our research, teaching, and public service and through innovative and mission-focused academic and staff human resources programs and services.

**Goal 5: Responsiveness to State Needs**

The University will continuously enhance its capacity to meet the changing needs of Alaska’s people and work through core programs as well as creative, entrepreneurial arrangements and partnerships to meet those needs. Among the changing conditions affecting the state’s needs are continued rapid population growth in Anchorage and surrounding communities, the need for economic diversification, particularly in rural Alaska, and uncertainty regarding the state’s ability to provide for its own economic future.

*Goal 5 Objectives C and D* Speak directlythe intent of the new MPA program development strategy and budget Request.

The 2007 Draft UAA Strategic Plan *states that the UAA objectives are:*

*C.* **Increase public policy analysis.**

1. Expand the study of critical public policy issues.
2. Develop the means to more rigorously identify critical public policy issues and expand faculty participation across the University.
3. Protect the role of the University as a venue for the exploration of potentially contentious issues.

*D.* **Build community engagement programs.**

1. Encourage faculty, student, and staff involvement in service to Alaska’s diverse communities.
2. Integrate community service with research and instructional programs.
3. Increase partnerships with Alaska Native corporations and social service agencies to foster stronger communities..

# MPA Measurable Objectives

The achievement of each competency is measured by student achievement of specific and measurable objectives. The MPA faculty has identified two objectives for each competency.

| **Competencies** | **Measurable Objectives** |
| --- | --- |
| 1. Leadership and decision making: | Objective 1.1  Demonstrate the ability to think critically by distinguishing relevant from non-relevant information.  Objective 1.2  Demonstrate dependability to others. |
| 2. Communications | Objective 2.1  Demonstrate well-developed oral communication and presentation skills.  Objective 2.2  Display well-developed writing skills that produce clear, concise, and grammatically correct results. |
| 3. Awareness of the values and tradeoffs in public service, including sustainability, citizen engagement, democratic values, transparency | Objective 3.1  Demonstrate the ability to assess and balance priorities in strategic planning while focusing on goals and objectives of the organization.  Objective 3.2  Demonstrate the ability to understand an organization’s structure and be capable of formulating, designing and evaluating effective programs. |
| 4.Role of financial, human, information, technology, and other resources | Objective 4.1  Demonstrate the ability to identify key players and stakeholders.  Objective 4.2  Demonstrate the ability to understand the relevant policy issues, political realities, resource constraints, and the environmental structure within which one operates. |
| *5.Knowledge of the policy process, including assessment* | Objective 5.1  Demonstrate the ability to perform skillful research, measurement and analysis utilizing both qualitative and quantitative methods.  Objective 5.2  Demonstrate the ability to perform analysis and implementation of professional/technical advice and analysis of others. |
| 6. Problem-solving, including the use of evidence. | Objective 6.1  Development of technical, quantitative, and qualitative skills to aid in the assessment of policy alternatives.  Objective 6.2  The ability to demonstrate knowledge of the complexity of organizations and the different elements that make up an organization. |
| 7. Information processing and technology for effective administration (2007 new) | New courses under development |

# Assessment Tools

**Concept of the assessment tool:** For the purposes of this plan, an assessment tool is a procedure, protocol, or exercise that is reasonably objective, repeatable over time, and can be used to carry out the following two-step process for each learning objective:

Step 1: Determine whether each student did or did not meet the objective (a yes-no result).

Step 2: Determine the percentage of sampled students who have met the objective.

**Example:** Objective 2.1 states that students will “demonstrate well-developed oral communication and presentation skills.” Any tools used to measure the achievement of this objective must be capable of returning a “yes” or “no” result for presentations delivered by each student. As a second step, the percentage of assessed students who did achieve the objective is computed. The result of using this tool might be that 80% of sampled students achieved this objective.

**Challenges in designing and using assessment tools:** At least three key challenges must be addressed when crafting and using each tool.

Challenge 1: Repeatability. The tool must be utilized over time and across different sections of the same course or across two or more courses.

Challenge 2: Sampling. What is the sample of students? Is it representative of the population? How are students in the program identified (if at all) from other students taking a course?

Challenge 3: Criteria for determining a yes vs. no achievement. If the assessment tool produces a continuous score, this issue concerns the appropriate determination of the cut-off point or score. Some tools may include a combination of qualitative ratings. Faculty must decide how these ratings map into the yes-no result and document the method so that it can be repeated over time and by different people.

Another issue, yet less critical than the three identified above, is the decision of what percentage of successful students is “acceptable” to the faculty. This determination need not be made in advance nor must it be a fixed target. Trends over time may be more important and different stakeholders may wish to judge different percentages as adequate or not. The goal of continuous improvement dictates that whatever the percentage of students achieving the learning objective is, we should strive to increase that percentage over time.

Table 2 summarizes the primary tools to be used in evaluating the MPA program’s competencies. Assessment of these goals and their objectives will be completed primarily in the MPA curriculum’s core courses. These core courses are completed by all MPA degree seeking students.

Table 2 - Assessment Tools and Administration

| **Tool** | **Description**  **(Students will…)** | **Frequency/ Start Date** | **Data Collection Method** | **Administered by** |
| --- | --- | --- | --- | --- |
| Capstone Presentations | Prepare and deliver a graduate level presentation and paper on a relevant public administration topic | Spring semesters, beginning Spring 2008 | Evaluation by faculty | PADM faculty |
| Written Papers | Compose varied length papers as part of the public administration course assignments | Fall and Spring semesters, beginning Fall 2007 | Evaluation by faculty | Course Instructors |
| Group Projects | Work in teams to produce a product (report, presentation, etc.) | Fall and Spring semesters, beginning Fall 2007 | Evaluation by faculty | Course Instructors |
| Embedded Course-Level Assessments | Complete or perform specific assignments and/or sections of course examinations | Fall and Spring semesters, beginning Fall 2007 | Evaluation by faculty | Course Instructors |
| Grades | Complete all courses with a satisfactory grade. | Fall and Spring semesters, beginning Fall 2007 | Evaluation by faculty | Course Instructors |
| Comprehensive Exam | Pass the comprehensive exam after completing the core classes offered in the public administration program. | Fall and Spring, beginning Fall 2007 | Evaluation by faculty | PADM faculty |

Table 3 shows how each assessment tool associates with one or more learning goals. Examples of some of the tools / rubrics are included in a separate appendix along with a description of how they will be implemented and any factors that may affect results.

Table 3 - Association of Assessment Tools to Learning Goals

|  | Capstone  Presentations | Written Papers | Group Projects | Embedded Course-Level Assessments | Grades | Comprehensive Exam |
| --- | --- | --- | --- | --- | --- | --- |
| 1. Leadership and Decision Making | √ | √ | √ | √ | ~ | ~ |
| 1. Communication | √ | √ | √ | √ | ~ | √ |
| 1. Awareness of the values and tradeoffs in public service, including sustainability, citizen engagement, democratic values, transparency… | √ | √ | √ | √ | √ | √ |
| 1. Role of financial, human, information, technology, and other resources | ~ | √ | ~ | √ | √ | √ |
| 1. Knowledge of the policy process, including assessment | √ | √ | √ | √ | ~ | √ |
| 1. Problem-solving, including the use of evidence. | √ | √ | √ | √ | ~ | √ |
| 1. Information processing and technology for effective administration (2007 new) |  |  |  |  |  |  |

~ = Tool is not used to measure the associated goals / objectives.

√ = Tool is used to measure the associated goals / objectives.

# Assessment Implementation & Analysis for Program Improvement

## General Implementation Strategy

The CBPP Dean’s Office and college staff is responsible for:

* Scheduling and hosting two all MPA faculty meetings per year (January and August) to discuss assessment data analysis and recommendations for changes to MPA program.
* Provide sufficient financial support for development and implementation of this plan.
* Ensure that faculty assessment efforts are appropriately reflected in annual workload agreements.

The MPA Faculty is responsible for:

* Undertaking assessment efforts as an integral portion of teaching activity.
* Participating in meetings to discuss assessment data and offer recommendations for program improvement.

## Assessment Timetable

1. MPA program faculty and/or course instructors will collect raw data throughout the academic year (September-April).
2. The CBPP Assessment Committee will coordinate with the MPA faculty to conduct the compilation and analysis of collected data prior to or during May of each year.
3. A draft MPA Assessment Report will be prepared and submitted to the UAA Office of Academic Affairs by June 15. The draft report shall include the analysis of data collected during the prior year by each assessment tool; the status of recommendations previously adopted; and proposed recommendations to be considered.
4. Program faculty will meet every fall at the start of the semester, prior to the start of classes, to review the compiled data from the previous year and to develop recommendations for program improvements to better achieve the stated objectives and outcomes.
5. Program faculty will meet every January to discuss results from the previous calendar year and plan data collection activities for the current calendar year.

Proposed program changes may be any action or change in policy that the faculty deems as being necessary to improve performance relative to program objectives and outcomes. Recommended changes should also consider workload (faculty, staff, and students), budgetary, facilities, and other relevant constraints. A few examples of changes made by programs at UAA include:

* Changes in course content, scheduling, sequencing, prerequisites, delivery methods, etc.
* Changes in faculty/staff assignments
* Changes in advising methods and requirements
* Addition and/or replacement of equipment
* Changes to facilities

## Modification of the Assessment Plan

The faculty, after reviewing the collected data and the processes used to collect it, may decide to alter the assessment plan. Changes may be made to any component of the plan, including the goals, objectives, assessment tools, collection methods, or any other aspect of the plan. Any changes are to be approved by the faculty of the program. A modified assessment plan will be forwarded to the CBPP Dean and the UAA Office of Academic Affairs.**Appendix A: Embedded Assessment Documents**

**NOTE**: Instead of including many pages of documents showing examples of data collection tools, rubrics, etc. We have embedded sample documents below. If you are viewing a printed version of this document, you will not have these documents in printed form. To view the documents, you need access to the electronic version of this file. Then, simply double-click on a document icon to view it.

| **Sample Document Description / Purpose** | **Embedded Document Link** |
| --- | --- |
| Attached is the file for Learning Objective 1.1. |  |
|  |  |

\*\*More documents will be added as archived files are gathered and organized by the 2006-2007 CBPP Assessment Committee.

1. “Transforming Education for Public Service’” National Association of Schools of Public Affairs (NASPAA), working draft 3.24.2007, www.naspaa/org/accreditation/standard2009/guiding.asp. [↑](#footnote-ref-1)
2. This document is based on the MPA Educational Assessment Plan, developed by the Office of Academic Affairs, 2004. [↑](#footnote-ref-2)
3. www.uaa.alaska.edu/chancellor/uaa-mission-statement.cfm. Approved by the University of Alaska Board of Regents September 19, 2007 [↑](#footnote-ref-3)
4. www.cbpp.uaa.alaska.edu/mission.asp [↑](#footnote-ref-4)
5. Cyclic Program Review, University of Alaska, College of Business and Public Policy, Department of Public Administration, June 15, 2006. [↑](#footnote-ref-5)
6. “NASPAA self-study template” Curriculum Standard 4.0 Section 4.23 General Competencies [↑](#footnote-ref-6)
7. “Competencies and Learning Objectives.” A Technician assistance document prepared for accreditation efforts of programs and schools of public health, circulated by UAA Department of Health Sciences, 2007. [↑](#footnote-ref-7)
8. “Transforming Education for Public Service’” National Association of Schools of Public Affairs (NASPAA), working draft 3.24.2007, [www.naspaa/org/accreditation/standard2009/guiding.asp](http://www.naspaa/org/accreditation/standard2009/guiding.asp), p2, #7. [↑](#footnote-ref-8)