School of Public Administration

State of Assessment Report

2013-2014 Assessment Period

Overview: Provide a brief overview (approx. 3-6 sentences) of the college/school/branch by addressing questions like the following:

- How would you generally describe the culture of continuous assessment in your college/school/branch (i.e., challenges, weaknesses, strengths, and/or improvements)?

  As public administration specialists, our regular faculty is well versed in continual assessment and improvement methods, and two are recognized for their expertise in program evaluation and performance measurement. Faculty works together with staff toward this end, and a culture of assessment has in fact become established at the School over at least a decade. However, in order to be able to demonstrate that the SLO evaluation and continuous improvement have become an integral part of our organizational culture, we will need to complete a few more assessment cycles.

- What structure(s) and/or processes does your college/school/branch have or plan to implement to monitor, support, and maintain a culture of continuous assessment (i.e., quarterly meetings, CARC, professional development workshops, etc.)

  Faculty include the assigned program SLOs in their syllabi for core courses, measuring student performance using best-practice methods, and report aggregate student performance outcomes to the University as well as to regional and national accrediting organizations. In addition, program evaluation data is derived from scheduled surveys of current students, graduating students, alumni, and employers, and from students' evaluations of courses each semester. SPA now has an integrated framework of performance indicators through which to measure and report corresponding outcomes, creating a more coherent accountability system that will continue to be strengthened over time. A regular forum for such continual improvement is the annual faculty strategic retreat, customarily scheduled in early January each year.

  Results for key metrics are disseminated directly to the faculty, to SPA internal and external stakeholders (for example, the School's Advisory Board), and to the public via the school website: http://spa.unm.edu//about-spa/outcomes-data.html.

- The college/school/branch consists of how many active departments and programs?

  The School of Public Administration currently consists of two degree granting programs; The Master of Public Administration (MPA) and the Master of Health Administration (MHA).

Academic Program Maturity Rubric Scoring and Evaluation

Provide a description of your college/school/branch's state of assessment by addressing questions like the following:

- Based on the maturity scores of the programs, how would you describe the overall state of assessment for your college/school/branch?

   The overall state of assessment for the School of Public Administration is very good to excellent for the MPA Program. With the addition of two new faculty for the MHA Program, it is now time to begin the review of the MHA Program, develop student learning objectives (SLO's) and incorporate a plan for capture and review of all data to ensure program objectives are achieved.

- What college/school/branch level plans are in place to advance/improve the maturity of your programs' assessment practices for the 2014-2015 assessment period?

   Student evaluation of instructors, exit surveys, and collection of employment data will continue each semester. A review of data by the Faculty will be scheduled for the Fall 15 semester.

   With regard to the MHA Program, creation of an MHA Program with a Program Coordinator is being discussed by the Faculty. If approved, this function or responsibility will be added to the portfolio of the new coordinator.