Public Administration Assessment Process

March 2013
Overview of Public Administration

- Nationally Accredited – National Association of Schools of Public Affairs and Administration
- 6 Full-Time Faculty
  - 1 Retired December 2012
  - 1 (Chair) on Sabbatical
- Mid-Size, Mid-Career Program
  - 125 Students (85% Part-Time)
- Now in College of Health and Social Sciences
- Located at Downtown Center with MBA Program
Assessment History

- Began doing assessment in early 2000s
  - Strategic planning even earlier
  - Electronic portfolios in late 1990s
    - CD-ROMs
    - Websites
    - Now-- Efolios
- Constantly changing and trying to improve
- Different rubrics, versions of rubrics
Why?

- Function of
  - Push here on campus
  - Our accrediting association requirements — mission driven and assessment focused
- Values of our discipline
  - Continuous improvement
  - Accountability
  - Effectiveness
  - Citizen (Student) Satisfaction
  - Transparency
Student Learning Outcomes

- Knowledge of Public Administration & Subfield
- Professional Skills
- Writing
- Critical Thinking
- Oral Communication
- Team Work
## Overview

<table>
<thead>
<tr>
<th></th>
<th>Indirect Measures</th>
<th>Direct Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Public Administration</td>
<td>Exit Survey / Reflective Papers</td>
<td>Pre- and Post-Program Assessment-Case Study Analysis / SAMs</td>
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<td>Oral Communication</td>
<td>Exit Survey / Reflective Papers</td>
<td>Peer Assessment of Individual Presentations in PA 800 Capstone / Videos of Presentations</td>
</tr>
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<td>Team Work</td>
<td>Exit Survey / Reflective Papers</td>
<td>Group projects— now piloting</td>
</tr>
</tbody>
</table>
Findings from Exit Survey (Indirect)

- Positive findings
  - Exactly balanced between theory and practice across curriculum

- Changes Found Needed
  - Need more career development
  - Not making difference in computer skills
  - Needed changes in advising system
Summary Questions From Exit Survey
(1 to 7 Scale)

MPA Prepared Me Well
I Feel Qualified for Entry Level Job
I Feel Qualified for Mid-Level Job
Exit Survey Summary Question – Balance Between Theory and Practice (Theory = 1, Practice = 7)
Exit Survey Summary Question: I Believe I Am On the Right Career Track (%)

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>2002-03</td>
<td>100</td>
</tr>
<tr>
<td>2003-04</td>
<td>96</td>
</tr>
<tr>
<td>2004-05</td>
<td>100</td>
</tr>
<tr>
<td>2005-06</td>
<td>95.2</td>
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<td>2006-07</td>
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<td>2007-08</td>
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<tr>
<td>2010-11</td>
<td>100</td>
</tr>
<tr>
<td>2011-12</td>
<td>98.8</td>
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</table>
Knowledge of PA & Critical Thinking / Pre- Post- Test

Table 2: Pre- and Post-Test Analysis of Matched Pair Students

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1 Pre</td>
<td>26.0000</td>
<td>7</td>
<td>2.44949</td>
<td>.92582</td>
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<tr>
<td>Total Score</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post Total</td>
<td>35.2857</td>
<td>7</td>
<td>1.11270</td>
<td>.42056</td>
</tr>
<tr>
<td>Score</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difference</td>
<td>-9.28571</td>
<td>2.13809</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Difference = -9.28571, t=-11.49, 6 degrees of freedom, Prob = .000

Table 3: Pre- and Post-Test Analysis, One Sample T-Test

<table>
<thead>
<tr>
<th></th>
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<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Total Score</td>
<td>72</td>
<td>25.0139</td>
<td>4.58870</td>
<td>.54078</td>
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<tr>
<td>Post Total Score</td>
<td>79</td>
<td>33.2152</td>
<td>5.97360</td>
<td>.67208</td>
</tr>
</tbody>
</table>
Oral Presentations – Purpose & Guidance
Oral Presentations—Clarity, PowerPoint
Oral Presentations-- Total

What do these phrases mean? Without a doubt, these are phrases that tantalize the ear, inspire, and set hearts on fire. What is there not to like about them? In today’s increasingly social/normous society, these phrases have become not only popular, but have served as an impetus towards social action and change.

I too was spurred on to stand up against social injustice when I encountered it first-hand over seven years ago in the town of Tijuana, Mexico. Since then, my journey in the pursuit of social justice has molded every decision I have made — from my choice of an undergraduate major to the organizations I have been a part of and to the jobs I have pursued. However, despite my knowledge of sociological theories and my desire to fight against social injustice, I often felt that I did not have the tools and knowledge to adequately carry out the aforementioned “buzz phrases.”

Thus, my decision to pursue a Master of Public Administration stemmed from my understanding to gain not only a greater understanding of the institutions we live in, but to obtain technical skills to manage and lead effective organizations striving to improve the world we live in. The journey to gain this knowledge has stretched me and challenged me. It has transformed my understanding of the way society works and often times, viewing with the reality of the brokenness of this world has been difficult.
E-Portfolios– Professional Skills

Professional Skills

Aside from the professional skills of writing, presenting, and critical thinking (highlighted on other pages), I feel that I now possess a good deal of organizational knowledge. The ability to function at a high level within an organization requires knowledge of numerous management styles, human resource methods, organizational structures, cultures, and an understanding of the policies and innerworkings of an agency. This skill is found in applying these various theories and models to a practical use. Being able to identify, assess, and overcome situations is how I plan to apply my knowledge for a public agency.

National Weather Service Diversity

A NWS Diversity.docx
17917 bytes
A look at the diversity policy of the National Weather Service from a personal perspective.

IT Recruiting

A PA725 Case Study.docx
19298 bytes
A case study of the challenges in recruiting IT professionals for the public sector.
Professional Skills

The variety of classes in the MPA program sharpened my professional skills in a wide array of areas, most importantly in research and data analysis, budgeting, microeconomic analysis, administrative processes, policy analysis, and managerial issues.

The following papers demonstrate the utilization of the aforementioned skills.

Gender Inequality in the Environmental Nonprofit Sector?

[Female Governance in Environmental Nonprofit Organizations in California.pdf]

The research that I conducted over the course of a year looked at the gender distribution of the executive and board leadership in environmental nonprofit organizations. Find out if women are indeed at a disadvantage in regard to leadership functions.

St. Raymond's Church Budget Analysis

[St. Raymond's Church Budget Analysis.pdf]

This paper analyzes the budget of the St. Raymond’s Catholic Church in Dublin, California, issuing recommendations where improvements could and should be made.

Title I of the Americans with Disabilities Act
# E-Portfolios – Professional Skills

**Jacob Lile, MPA 2011**

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<td>Team Work and Leadership Skills</td>
</tr>
<tr>
<td>Resume/Contact</td>
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<tr>
<td>Other</td>
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## Ending Chronic Homelessness, Problem Definition, Solution Options and Recommendations

- [Permanent Supportive Housing Memo Series 1.pdf](#)
  
  Memo one in a series of five on ending chronic homelessness in San Mateo County, CA.

## Approaches to Ending Chronic Homelessness in San Mateo County, CA

- [Permanent Supportive Housing Memo Series 2.pdf](#)
  
  Memo two in a series of five on permanent supportive housing in San Mateo County, CA.

## The Benefits and Costs of Permanent Supportive Housing Models
E-Portfolios – Professional Skills

Ching Fang Lin

Professional Skills

Besides the advancement in the study of Public Administration, MPA program at SFSU also provides me very useful training and development of different professional skills. Through the hand on experiences in the program evaluation course, I have received comprehensive training to design and execute the high quality research for public programs. Financial management skills and techniques I learned from the financial management class are also very useful in advancing my career in the public sector.

Program Evaluation

- Process_Evaluation_Proposal_CAAP_SSL.pdf
- rating_guideline.pdf
- Park_Conditions_Evaluation_Form.pdf

Financial Management

- Central_Falla_Financial_Analysis.pdf
In Process

- Team Work Assessment
  - Pilot Testing the rubric this semester—3 classes
- Need good rubric for Professional Skills in E-Portfolios
- Analysis of SAM Assessment needs updating—behind in data input and analysis
Changes Made as a Result

- Adopted Program citation standard
- Started incorporating writing evaluations as well as content in all classes
- Changed advising system – assignments by emphasis, more proactive
- Created new electives in emphases
- Changed frequency of offering electives to allow more
- Reduced class size by restricting admissions (increased quality)
- Incorporated more computer skills into budgeting class
More Changes

- Changed culminating experience process—Capstone
- Added accounting module to budgeting class
- Created Career Development Workshop series
- Changed PA 755 content to incorporate more IT and knowledge management skills
- Added IT content across curriculum
- Added workshop on presentation skills to Career Development Series
- Added 1 unit courses new computer skills content
  - Data Mining and Visualization
  - Logistic Regression
  - Qualitative Data Analysis
Questions?

Mpa.sfsu.edu