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| **Assurance of Student Learning**  **2022-2023** | | | |
| *Potter College* | | *Political Science* | |
| *051- Master of Public Administration* | | | |
| *Joel Turner & Scott Lasley* | | | |
| ***Is this an online program***?  Yes  No | Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here  Yes, they match! (If they don’t match, explain on this page under **Assessment Cycle)** | |

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| ***Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.*** | | | |
| **Student Learning Outcome 1:** Identify and critically analyze decisions that would uphold the public trust with awareness and consideration of both intended and unintended consequences | | | |
| **Instrument 1** | Comprehensive Exam required by students for graduation | | |
| **Instrument 2** |  | | |
| **Instrument 3** |  | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | | **Met** | **Not Met** |
| **Student Learning Outcome 2:**  Demonstrate the capacity to make decisions conducive to improving institutional performance and sustainability | | | |
| **Instrument 1** | Comprehensive Exam required by students for graduation | | |
| **Instrument 2** |  | | |
| **Instrument 3** |  | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | | **Met** | **Not Met** |
| **Student Learning Outcome 3:** Articulate and demonstrate responsiveness to the diverse viewpoints and cultural contexts among constituent groups. | | | |
| **Instrument 1** | Comprehensive Exam required by students for graduation | | |
| **Instrument 2** |  | | |
| **Instrument 3** |  | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | | **Met** | **Not Met** |
| **Assessment Cycle Plan:** | | | |
| Generally we have only assessed three of our five SLO/Core Competencies. Based on feedback from NASPAA, we are going to look at changing this this process. The MPA committee will be meeting this Fall to evaluate and make changes to the process. We are going to look at making greater use of student portfolios and place less reliance on the comprehensive exams. | | | |

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| **Student Learning Outcome 1** | | | | | | |
| **Student Learning Outcome** | Identify and critically analyze decisions that would uphold the public trust with awareness and consideration of both intended and unintended consequences. | | | | | |
| **Measurement Instrument 1** | Student responses to comprehensive exams. | | | | | |
| **Criteria for Student Success** | Students will score at least three out of 5 on the scoring rubric. | | | | | |
| **Program Success Target for this Measurement** | | At least 80% of students will score 3 or higher on the rubric or the mean of student scores will be at least 3.5. | **Percent of Program Achieving Target** | 83%  Mean = 3.83 | | |
| **Methods** | The answers for all comprehensive exams completed for the year are reviewed the assessment committee. – *N* = 6. The assessment committee consisted of three faculty members but due to health issues, most of the evaluations were done by two faculty. | | | | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | | |
| **Results**: Expected. We had a good group of students who performed well in the program.  **Conclusions**: Core courses have been in place for a period of time. We are experimenting with modalities. So far, they have been fairly well received by students.  **Plans for Next Assessment Cycle**: The program completed the reaccreditation process during the past year. We are awaiting the final decision in July. Once we receive the final letter from NASPAA, we the MPA committee meet in the Fall to review recommendations and make a plan to address them. During a site visit, the team made some suggestions on how to improve our assessment process. With a new program coordinator in place for 23-24, we will be reevaluating our assessment process for the next cycle with the goal of bringing it into closer alignment with what we need for NASPAA. At this time, the expectation is to evaluate this SLO for 2023-24 in May 24 but could change depending on revisions to the assessment process. | | | | | | |

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| **Student Learning Outcome 2** | | | | | | |
| **Student Learning Outcome** | Demonstrate the capacity to make decisions conducive to improving institutional performance and sustainability | | | | | |
| **Measurement Instrument 1** | Student responses to comprehensive exams. | | | | | |
| **Criteria for Student Success** | *Students will score at least three out of 5 on the scoring rubric.* | | | | | |
| **Program Success Target for this Measurement** | | At least 80% of students will score 3 or higher on the rubric or the mean of student scores will be at least 3.5. | **Percent of Program Achieving Target** | 83%  Mean = 3.67 | | |
| **Methods** | The answers for all comprehensive exams completed for the year are reviewed by the department assessment committee. | | | | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | | |
| **Results**: Expected. We had a good group of students who performed well in the program.  **Conclusions**: Core courses have been in place for a period of time. We are experimenting with modalities. So far, they have been fairly well received by students.  **Plans for Next Assessment Cycle**: The program completed the reaccreditation process during the past year. We are awaiting the final decision in July. Once we receive the final letter from NASPAA, we the MPA committee meet in the Fall to review recommendations and make a plan to address them. During a site visit, the team made some suggestions on how to improve our assessment process. With a new program coordinator in place for 23-24, we will be reevaluating our assessment process for the next cycle with the goal of bringing it into closer alignment with what we need for NASPAA. At this time, the expectation is to evaluate this SLO for 2023-24 in May 24 but could change depending on revisions to the assessment process. | | | | | | |

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| **Student Learning Outcome 3** | | | | | | |
| **Student Learning Outcome** | Articulate and demonstrate responsiveness to the diverse viewpoints and cultural contexts among constituent groups. | | | | | |
| **Measurement Instrument 1** | Student responses to comprehensive exams. | | | | | |
| **Criteria for Student Success** | *Students will score at least three out of 5 on the scoring rubric.* | | | | | |
| **Program Success Target for this Measurement** | | At least 80% of students will score 3 or higher on the rubric or the mean of student scores will be at least 3.5. | **Percent of Program Achieving Target** | 83%  Mean = 3.83 | | |
| **Methods** | The answers for all comprehensive exams completed for the year are reviewed by the departmental assessment committee. | | | | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | | |
| **Results**: Expected. We had a good group of students who performed well in the program.  **Conclusions**: Core courses have been in place for a period of time. We are experimenting with modalities. So far, they have been fairly well received by students.  **Plans for Next Assessment Cycle**: The program completed the reaccreditation process during the past year. We are awaiting the final decision in July. Once we receive the final letter from NASPAA, we the MPA committee meet in the Fall to review recommendations and make a plan to address them. During a site visit, the team made some suggestions on how to improve our assessment process. With a new program coordinator in place for 23-24, we will be reevaluating our assessment process for the next cycle with the goal of bringing it into closer alignment with what we need for NASPAA. At this time, the expectation is to evaluate this SLO for 2023-24 in May 24 but could change depending on revisions to the assessment process. | | | | | | |

**Rubric for Student Learning Outcomes – MPA**

SLO 1: Identify and critically analyze decisions that would uphold the public trust with awareness and consideration of both intended and unintended consequences.

1 – Unable to identify and offer meaningful analysis of decisions that would uphold the public trust and the consequences of the decisions.

2 – Able to identify decisions but offers minimal analysis of decisions and consequences.

3 – Able to identify decisions and offers substantive analysis of decisions and consequences.

4 – Clearly identifies and offers more meaningful analysis of decisions and their consequences.

5 – Clearly identifies and offers high level analysis of decisions and their consequences.

SLO 2: Demonstrate the capacity to make decisions conducive to improving institutional performance and sustainability.

1 – Shows limited capacity to make decisions to improve performance and sustainability.

3 – Displays meaningful capacity to make decisions to improve performance and sustainability.

5 – Displays high level capacity to make decisions to improve performance and sustainability.

SLO 3: Articulate and demonstrate responsiveness to the diverse viewpoints and cultural contexts among constituent groups.

1 – Fails to articulate and demonstrate responsiveness to the diverse viewpoints and cultural contexts among constituent groups.

3 – Generally able to effectively articulate and demonstrate responsiveness to the diverse viewpoints and cultural contexts among constituent groups.

5 – Very effectively articulates and demonstrates responsiveness to the diverse viewpoints and cultural contexts among constituent groups.

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| **CURRICULUM MAP TEMPLATE** | | |  |  |  |  |  |  |  |  |  |  |
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| **Program name:** | Public Administration | | |  |  |  |  |  |  |  |  |  |
| **Department:** | Political Science | | |  |  |  |  |  |  |  |  |  |
| **College:** | PCAL | | |  |  |  |  |  |  |  |  |  |
| **Contact person:** | Joel Turner & Scott Lasley | | |  |  |  |  |  |  |  |  |  |
| **Email:** | [scott.lasley@wku.edu](mailto:scott.lasley@wku.edu) | | |  |  |  |  |  |  |  |  |  |
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| **KEY:** | |  |  |  |  |  |  |  |  |  |  |  |
| **I = Introduced** | |  |  |  |  |  |  |  |  |  |  |  |
| **R = Reinforced/Developed** | |  |  |  |  |  |  |  |  |  |  |  |
| **M = Mastered** | |  |  |  |  |  |  |  |  |  |  |  |
| **A = Assessed** | |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | **MPA Competencies (Learning Outcomes)** |  |  |  |  |  |  |  |  |  |
|  |  |  | 1.1 | 1.2 | 2.1 | 2.2 | 3.1 | 3.2 | 4.1 | 4.2 | 5.1 | 5.2 |
| **Course Subject** | **Number** | **Course Title** |  |  |  |  |  |  |  |  |  |  |
| PS | 501 | Research Methods in PA | I/R |  | I/R |  | I/R |  |  |  |  | I/R |
| PS | 530 | Public Sector Organizations |  | I/R |  |  |  | I/R | I/R |  |  | I/R |
| PS | 538 | Public Service Ethics | I/R |  | I/R |  | I/R |  |  | I/R | I/R | I/R |
| PS | 541 | Human Resource Management |  |  | I/R | I/R | I/R | I/R |  |  | I/R | I/R |
| PS | 542 | Public & Nonprofit Budgeting | I/R |  | I/R | I/R | I/R | I/R | I/R |  | I/R | I/R |
| PS | 560 | Principles of Micro/Macro Econ |  |  | I/R | I/R |  |  |  |  |  |  |
| PS | 562 | Public Policy Implementation & Evaluation |  |  | I/R | I/R | I/R |  | I/R |  |  | I/R |
| PS | 590 | Capstone in PA | M/A | M/A | M/A | M/A | M/A | M/A | M/A | M/A | M/A | M/A |