

**Assurance of Student Learning
2019-2020**

Potter College

Political Science

051- Master of Public Administration

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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, circle or highlight whether the program met the goal Student Learning Outcome 1.	Met	Not Met
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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, circle or highlight whether the program met the goal Student Learning Outcome 2.	Met	Not Met
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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, circle or highlight whether the program met the goal Student Learning Outcome 3.	Met	Not Met
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Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)

Student performance has been strong. Much of this reflects the quality of students in the program. We are looking at making changes to the program's capstone experience which will require changes to the assessment process.

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. Comprehensive exams are administered at the end of the Fall and Spring semesters and near the end of Summer term.		
Criteria for Student Success	<i>Students will score at least three out of 5 on the scoring rubric.</i>		
Program Success Target for this Measurement	At least 80% of students will score 3 or higher on the rubric. Secondarily, we would like to the mean score of student scores on the rubric to be at least 3.5.	Percent of Program Achieving Target	86% 3.43
Methods	The answers for all comprehensive exams completed for the year are reviewed. 7 exams.were reviewed during the past year by at least two faculty members.		
Based on your results, highlight whether the program met the goal Student Learning Outcome 1.		Met	Not Met
Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
<p>The Department Graduate Committee meets multiple times each semester to review issues facing the program. For example, as a result of this review process, the Committee recommended and the Department has implemented significant curriculum changes over the past few years. The Committee will meeting this Fall to review this year’s assessment results.</p> <p>Primary faculty in the program look to identify ways to tweak course content and are working on ways to get students to more exhaustively identify intended and unintended consequences of policy decisions</p>			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
The Graduate Committee is scheduled to meet this Fall to review the program’s capstone experience. In particular, there is ongoing discussion on whether there is a better way to assess and measure student learning in the program.			

Next Assessment Cycle Plan

At this time, the expectation is to evaluate this SLO for 2020-21 during Summer 21. This might change depending on changes to the capstone experience but the changes would likely go into effect in 2021-22.

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	<i>Students will score at least three out of 5 on the scoring rubric.</i>		
Program Success Target for this Measurement	At least 80% of students will score 3 or higher on the rubric. Secondarily, we would like to the mean score of student to be at least 3.5.	Percent of Program Achieving Target	100% 3.86
Methods	The answers for all comprehensive exams completed for the year are reviewed. 7 exams were reviewed during the past year by at least two faculty members.		
Based on your results, highlight whether the program met the goal Student Learning Outcome 1.		Met	Not Met
Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
The Department Graduate Committee meets multiple times each semester to review issues facing the program. For example, as a result of this review process, the Committee recommended and the Department has implemented significant curriculum changes over the past few years. The Committee will meeting this Fall to review this year's assessment results.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			

The Graduate Committee is scheduled to meet this Fall to review the program's capstone experience. In particular, there is ongoing discussion on whether there is a better way to assess and measure student learning in the program.

Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)

At this time, the expectation is to evaluate this SLO for 2020-21 during Summer 21. This might change depending on changes to the capstone experience but the changes would likely go into effect in 2021-22.

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	<i>Students will score at least three out of 5 on the scoring rubric.</i>		
Program Success Target for this Measurement	At least 80% of students will score 3 or higher on the rubric. Secondarily, we would like to the mean score of student to be at least 3.5.	Percent of Program Achieving Target	100% 3.57
Methods	The answers for all comprehensive exams completed for the year are reviewed. 7 exams.were reviewed during the past year by at least two faculty members.		
Based on your results, highlight whether the program met the goal Student Learning Outcome 1.		Met	Not Met
Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			

The Department Graduate Committee meets multiple times each semester to review issues facing the program. For example, as a result of this review process, the Committee recommended and the Department has implemented significant curriculum changes over the past few years. The Committee will meeting this Fall to review this year's assessment results.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

The Graduate Committee is scheduled to meet this Fall to review the program's capstone experience. In particular, there is ongoing discussion on whether there is a better way to assess and measure student learning in the program.

Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)

At this time, the expectation is to evaluate this SLO for 2020-21 during Summer 21. This might change depending on changes to the capstone experience but the changes would likely go into effect in 2021-22.

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 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.