

**Assurance of Student Learning  
2018-2019**

Potter College

Political Science

051- Master of Public Administration

Shannon Vaughan & Scott Lasley

*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

|                     |  |
|---------------------|--|
| <b>Instrument 1</b> | Comprehensive Exam required by students for graduation |
| <b>Instrument 2</b> |  |
| <b>Instrument 3</b> |  |

|  |            |                |
|--|------------|----------------|
| <b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.</b> | <b>Met</b> | <b>Not Met</b> |
|--|------------|----------------|

**Student Learning Outcome 2:** Demonstrate the capacity to make decisions conducive to improving institutional performance and sustainability

|                     |  |
|---------------------|--|
| <b>Instrument 1</b> | Comprehensive Exam required by students for graduation |
| <b>Instrument 2</b> |  |
| <b>Instrument 3</b> |  |

|  |            |                |
|--|------------|----------------|
| <b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.</b> | <b>Met</b> | <b>Not Met</b> |
|--|------------|----------------|

**Student Learning Outcome 3:** Articulate and demonstrate responsiveness to the diverse viewpoints and cultural contexts among constituent groups.

|                     |  |
|---------------------|--|
| <b>Instrument 1</b> | Comprehensive Exam required by students for graduation |
| <b>Instrument 2</b> |  |
| <b>Instrument 3</b> |  |

|  |            |                |
|--|------------|----------------|
| <b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.</b> | <b>Met</b> | <b>Not Met</b> |
|--|------------|----------------|

**Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)**

Student performance has generally been strong. Students generally perform well on comps, but overall performance did seem to be a bit down this year. In the longer term, we are looking at making changes to the program's capstone experience which will require changes to the assessment process.

## Student Learning Outcome 1

|   |  |  |                 |
|---|--|--|-----------------|
| <b>Student Learning Outcome</b>   | Identify and critically analyze decisions that would uphold the public trust with awareness and consideration of both intended and unintended consequences.            |  |                 |
| <b>Measurement Instrument 1</b>   | Student responses to comprehensive exams.  |  |                 |
| <b>Criteria for Student Success</b>   | <i>Students will score at least three out of 5 on the scoring rubric.</i>  |  |                 |
| <b>Program Success Target for this Measurement</b>  | At least 80% of students will score 3 or higher on the rubric.<br><br>Secondarily, we would like to the mean score of student scores on the rubric to be at least 3.5. | <b>Percent of Program Achieving Target</b> | 86%<br><br>3.28 |
| <b>Methods</b>  | The answers for all comprehensive exams completed for the year are reviewed. (N=7 – all completed during the Fall Semester)  |  |                 |
| <b>Based on your results, highlight whether the program met the goal Student Learning Outcome 1.</b>  |  | <b>Met</b>                                 | <b>Not Met</b>  |
| <b>Actions</b> (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. |  |  |                 |
| <b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)   |  |  |                 |
| A long term goal is review and improve the capstone experience.   |  |  |                 |
| <b>Next Assessment Cycle Plan</b>   |  |  |                 |
|   |  |  |                 |

## Student Learning Outcome 2

|   |   |  |                 |
|---|---|--|-----------------|
| <b>Student Learning Outcome</b>   | Demonstrate the capacity to make decisions conducive to improving institutional performance and sustainability                                |  |                 |
| <b>Measurement Instrument 1</b>   | Student responses to comprehensive exams.   |  |                 |
| <b>Criteria for Student Success</b>   | <i>Students will score at least three out of 5 on the scoring rubric.</i>   |  |                 |
| <b>Program Success Target for this Measurement</b>  | At least 80% of students will score 3 or higher on the rubric.<br>Secondarily, we would like to the mean score of student to be at least 3.5. | <b>Percent of Program Achieving Target</b> | 86%<br><br>3.57 |
| <b>Methods</b>  | The answers for all comprehensive exams completed during the Fall semester were reviewed. N=7   |  |                 |
| <b>Based on your results, highlight whether the program met the goal Student Learning Outcome 1.</b>  |   | <b>Met</b>                                 | <b>Not Met</b>  |
| <b>Actions</b> (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. |   |  |                 |
| <b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)   |   |  |                 |
| A long term goal is review and improve the capstone experience.   |   |  |                 |
| <b>Next Assessment Cycle Plan</b> (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

|   |   |  |                |
|---|---|--|----------------|
| <b>Student Learning Outcome</b>   | Articulate and demonstrate responsiveness to the diverse viewpoints and cultural contexts among constituent groups.                           |  |                |
| <b>Measurement Instrument 1</b>   | Student responses to comprehensive exams.   |  |                |
| <b>Criteria for Student Success</b>   | <i>Students will score at least three out of 5 on the scoring rubric.</i>   |  |                |
| <b>Program Success Target for this Measurement</b>  | At least 80% of students will score 3 or higher on the rubric.<br>Secondarily, we would like to the mean score of student to be at least 3.5. | <b>Percent of Program Achieving Target</b> | 86%<br>3.57    |
| <b>Methods</b>  | The answers for all comprehensive exams completed for the year are reviewed. (N=7 from Fall)  |  |                |
| <b>Based on your results, highlight whether the program met the goal Student Learning Outcome 1.</b>  |   | <b>Met</b>                                 | <b>Not Met</b> |
| <b>Actions</b> (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. |   |  |                |
| <b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)   |   |  |                |
| A long term goal is review and improve the capstone experience.   |   |  |                |
| <b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome)   |   |  |                |
| Annual assessment either in late Summer or early Fall.  |   |  |                |

