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| **Assurance of Student Learning****2020-2021** |
| *Potter College* | *Political Science* |
| *051- Master of Public Administration* |
| *Shannon Vaughan & Scott Lasley* |

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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.** | **[x]  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.** | **[x]  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.** | **[x]  Met** | **[ ]  Not Met** |
| **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.  |

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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 (attached)* |
| **Program Success Target for this Measurement** | At least 80% of students will score 3 or higher on the rubric and/or the mean of student scores will be at least 3.5. | **Percent of Program Achieving Target** | 75%Mean = 3.75 |
| **Methods**  | The answers for all comprehensive exams completed for the year are reviewed – *N* = 4.  |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | **[x]  Met** | **[ ]  Not Met** |
| **Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) |
| This past spring the Department voted to change the culminating experience for the program from a comprehensive exam to the preparation for a professional portfolio. The portfolio should better prepare our students for the transition to the workforce. |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) |
| The Department’s Academic Committee is scheduled to meet this Fall to determine the best way to evaluate student learning outcomes with the transition from comprehensive exams to student portfolios. |
| **Next Assessment Cycle Plan**  |
| At this time, the expectation is to evaluate this SLO for 2021-22 in May 22. |

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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 (attached)* |
| **Program Success Target for this Measurement** | At least 80% of students will score 3 or higher on the rubric and/or the mean of student scores will be at least 3.5. | **Percent of Program Achieving Target** | 75%Mean = 4.00 |
| **Methods**  | The answers for all comprehensive exams completed for the year are reviewed.  |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | **[x]  Met** | **[ ]  Not Met** |
| **Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) |
| This past spring the Department voted to change the culminating experience for the program from a comprehensive exam to the preparation for a professional portfolio. The portfolio should better prepare our students for the transition to the workforce. |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) |
| The Department’s Academic Committee is scheduled to meet this Fall to determine the best way to evaluate student learning outcomes with the transition from comprehensive exams to student portfolios. |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) |
| At this time, the expectation is to evaluate this SLO for 2021-22 in May 22. |

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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 (attached).*  |
| **Program Success Target for this Measurement** | At least 80% of students will score 3 or higher on the rubric and/or the mean of student scores will be at least 3.5. | **Percent of Program Achieving Target** | 100%Mean = 3.75 |
| **Methods**  | The answers for all comprehensive exams completed for the year are reviewed.  |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | **[x]  Met** | **[ ]  Not Met** |
| **Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) |
| This past spring the Department voted to change the culminating experience for the program from a comprehensive exam to the preparation for a professional portfolio. The portfolio should better prepare our students for the transition to the workforce. |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) |
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| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) |
| At this time, the expectation is to evaluate this SLO for 2021-22 in May 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 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.