

## **BA in Political Science**

### **Mission Statement -- BA in Political Science**

**Start:**

9/1/2020

**End:**

8/31/2021

**Providing Department:**

BA in Political Science

**Mission Statement:**

The study of political science is focused on understanding the nature and problems of government and the role of politics in contemporary society. This is accomplished through systematic exploration of the structure and processes of government at different levels and across nations, through study of individual and collective political behavior, and through analyses of policy problems and the processes through which public policies are formulated and administered. Political science contributes to the goals of general education by promoting civic literacy and cultivating an awareness of the opportunities and obligations of citizenship at local, state, and national levels.

## **Research**

**Number:**

1

**Start:**

9/1/2020

**End:**

8/31/2021

**Providing Department:**

BA in Political Science

**Learning Outcome Description:**

To access and appropriately invoke scholarly research bearing on issues and topics.

## **Appreciation of Multiple Perspectives**

**Number:**

2

**Start:**

9/1/2020

**End:**

8/31/2021

**Providing Department:**

BA in Political Science

**Learning Outcome Description:**

To demonstrate appreciation of competing conceptual approaches to the subject matter.

**Critical Judgment****Number:**

3

**Start:**

9/1/2020

**End:**

8/31/2021

**Providing Department:**

BA in Political Science

**Learning Outcome Description:**

To apply critical judgment in assessing accounts and explanations of political phenomena.

**Expression****Number:**

4

**Start:**

9/1/2020

**End:**

8/31/2021

**Providing Department:**

BA in Political Science

**Learning Outcome Description:**

To communicate information and argumentation in writing in a clear, logical, and formally correct manner (with appropriate citations).

**BA Political Science Major Map**

**Providing Department:**

BA in Political Science

**Start:**

9/1/2020

**End:**

8/31/2021

**Attach Curriculum Map Here:**

BA\_Curriculum\_Map (9); PS BA Major Map

**Assessment: Research**

**Number:**

1.1

**Providing Department:**

BA in Political Science

**Start:**

9/1/2020

**End:**

8/31/2021

**Assessment Method:**

The undergraduate Director, or other faculty member at his delegation, read a sample of Writing Intensive (PS 5993) papers and assigned a grade from 1 to 5 on each (5 as highest in quality and 1 lowest), deriving an overall average.

5 = proficient, appropriate to candidate for graduate or professional school

4 = strong

3 = satisfactory, appropriate to entry into the workforce as a college graduate

2 = marginal

1 = unsatisfactory for a college graduate

Criteria: The paper uses sources properly and cites in accordance with a recognized system of citation.

### **Results :**

3.8

### **Results from Campus Labs' "Baseline" Tool:**

#### **Program Action Plan:**

The Undergraduate Programs Committee and the full departmental faculty met and decided on the following action plan:

- 1) Disseminate to all instructors the assessment rubric and an account of the strengths and weaknesses of students' papers by the above criterion.
- 2) Continue to require all majors to complete a minimum of two Political Science courses at the 3000 level or above before attempting the Writing Intensive requirement.
- 3) Continue to require all majors to complete at least one major course at the 4000 level or above.

#### **Timeline for Action Plan Implementation:**

### Goals for Spring/Summer 2022

- 1) Average of 3.0 or better of Writing Intensive papers for the 1.1 assessment outcome.
- 2) No more than 35% of Writing Intensive papers with a score below 2.5 for the 1.1 assessment outcome (20% of students scored below a 2.5 on the 1.1 assessment outcome in the 2020-2021 assessment period).

### **Reporting to Stakeholders:**

The results are inputted into Compliance Assist and posted on the department website.

### **Additional Information (OPTIONAL):**

#### **Assessment: Research**

##### **Number:**

1.2

##### **Providing Department:**

BA in Political Science

##### **Start:**

9/1/2020

##### **End:**

8/31/2021

##### **Assessment Method:**

The undergraduate Director, or other faculty member at his delegation, read a sample of Writing Intensive (PS 5993) papers and assigned a grade from 1 to 5 on each (5 as highest in quality and 1 lowest), deriving an overall average.

5 = proficient, appropriate to candidate for graduate or professional school

4 = strong

3 = satisfactory, appropriate to entry into the workforce as a college graduate

2 = marginal

1 = unsatisfactory for a college graduate

Criteria: The paper marshals substantial evidence for the thesis and establishes logical connections, avoiding fallacious reasoning.

## **Results :**

3.3

## **Results from Campus Labs' "Baseline" Tool:**

### **Program Action Plan:**

The Undergraduate Programs Committee and the full departmental faculty met and decided on the following action plan:

- 1) Disseminate to all instructors the assessment rubric and an account of the strengths and weaknesses of students' papers by the above criterion.
- 2) Continue to require all majors to complete a minimum of two Political Science courses at the 3000 level or above before attempting the Writing Intensive requirement.
- 3) Continue to require all majors to complete at least one major course at the 4000 level or above.

### **Timeline for Action Plan Implementation:**

Goals for Spring/Summer 2022

- 1) Average of 3.0 or better of Writing Intensive papers for the 1.2 assessment outcome.
- 2) No more than 25% of Writing Intensive papers with a score below 2.5 for the 1.2 assessment outcome (20% of students scored below a 2.5 on the 1.2 assessment outcome in the 2020-2021 assessment period).

### **Reporting to Stakeholders:**

The results are inputted into Compliance Assist and posted on the department website.

**Additional Information (OPTIONAL):**

**Assessment: Appreciation of Multiple Perspectives**

**Number:**

2.1

**Providing Department:**

BA in Political Science

**Start:**

9/1/2020

**End:**

8/31/2021

**Assessment Method:**

The undergraduate Director, or other faculty member at his delegation, read a sample of Writing Intensive (PS 5993) papers and assigned a grade from 1 to 5 on each (5 as highest in quality and 1 lowest), deriving an overall average.

5 = proficient, appropriate to candidate for graduate or professional school

4 = strong

3 = satisfactory, appropriate to entry into the workforce as a college graduate

2 = marginal

1 = unsatisfactory for a college graduate

Criteria: The paper accurately identifies competing ways of understanding the phenomenon being studied.

**Results :**

3.0

### **Results from Campus Labs' "Baseline" Tool:**

#### **Program Action Plan:**

The Undergraduate Programs Committee and the full departmental faculty met and decided on the following action plan:

- 1) Disseminate to all instructors the assessment rubric and an account of the strengths and weaknesses of students' papers by the above criterion.
- 2) Hold a meeting of instructors to direct faculty attention to the following problem: The paper does not identify competing ways of understanding the phenomenon being studied.
- 3) Continue to require all majors to complete a minimum of two Political Science courses at the 3000 level or above before attempting the Writing Intensive requirement.
- 4) Continue to require all majors to complete at least one major course at the 4000 level or above.

#### **Timeline for Action Plan Implementation:**

Goals for Spring/Summer 2022

- 1) Average of 3.0 or better of Writing Intensive papers for the 2.1 assessment outcome.
- 2) No more than 35% of Writing Intensive papers with a score below 2.5 for the 2.1 assessment outcome (40% of students scored below a 2.5 on the 2.1 assessment outcome in the 2020-2021 assessment period).

#### **Reporting to Stakeholders:**

The results are inputted into Compliance Assist and posted on the department website.

#### **Additional Information (OPTIONAL):**

### **Assessment: Appreciation of Multiple Perspectives**

**Number:**



2.2

**Providing Department:**

BA in Political Science

**Start:**

9/1/2020

**End:**

8/31/2021

**Assessment Method:**

The undergraduate Director, or other faculty member at his delegation, read a sample of Writing Intensive (PS 5993) papers and assigned a grade from 1 to 5 on each (5 as highest in quality and 1 lowest), deriving an overall average.

5 = proficient, appropriate to candidate for graduate or professional school

4 = strong

3 = satisfactory, appropriate to entry into the workforce as a college graduate

2 = marginal

1 = unsatisfactory for a college graduate

Criteria: The paper gives a fair account of the strengths of alternative approaches.

**Results :**

2.9

**Results from Campus Labs' "Baseline" Tool:**

**Program Action Plan:**

The Undergraduate Programs Committee and the full departmental faculty met and decided on the following action plan:

- 1) Disseminate to all instructors the assessment rubric and an account of the strengths and weaknesses of students' papers by the above criterion.
- 2) Hold a meeting of instructors to direct faculty attention to the following problem: The paper does not give a fair account of the strengths of alternative approaches.
- 3) Continue to require all majors to complete a minimum of two Political Science courses at the 3000 level or above before attempting the Writing Intensive requirement.
- 4) Continue to require all majors to complete at least one major course at the 4000 level or above.

### **Timeline for Action Plan Implementation:**

Goals for Spring/Summer 2022

- 1) Average of 3.0 or better of Writing Intensive papers for the 2.2 assessment outcome.
- 2) No more than 35% of Writing Intensive papers with a score below 2.5 for the 2.2 assessment outcome (40% of students scored below a 2.5 on the 2.2 assessment outcome in the 2020-2021 assessment period).

### **Reporting to Stakeholders:**

The results are inputted into Compliance Assist and posted on the department website.

### **Additional Information (OPTIONAL):**

#### **Assessment: Critical Judgment**

**Number:**

3.1

**Providing Department:**

BA in Political Science

**Start:**

9/1/2020

**End:**

8/31/2021

**Assessment Method:**

The undergraduate Director, or other faculty member at his delegation, read a sample of Writing Intensive (PS 5993) papers and assigned a grade from 1 to 5 on each (5 as highest in quality and 1 lowest), deriving an overall average.

5 = proficient, appropriate to candidate for graduate or professional school

4 = strong

3 = satisfactory, appropriate to entry into the workforce as a college graduate

2 = marginal

1 = unsatisfactory for a college graduate

Criteria: The paper does not simply summarize the contributions of one source after another, but integrates those contributions into the author's distinctive analysis.

**Results :**

3.1

**Results from Campus Labs' "Baseline" Tool:****Program Action Plan:**

The Undergraduate Programs Committee and the full departmental faculty met and decided on the following action plan:

- 1) Disseminate to all instructors the assessment rubric and an account of the strengths and weaknesses of students' papers by the above criterion.
- 2) Continue to require all majors to complete a minimum of two Political Science courses at the 3000 level or above before attempting the Writing Intensive requirement.
- 3) Continue to require all majors to complete at least one major course at the 4000 level or above.

## **Timeline for Action Plan Implementation:**

Goals for Spring/Summer 2022

- 1) Average of 3.0 or better of Writing Intensive papers for the 3.1 assessment outcome.
- 2) No more than 25% of Writing Intensive papers with a score below 2.5 for the 3.1 assessment outcome (30% of students scored below a 2.5 on the 3.1 assessment outcome in the 2020-2021 assessment period).

## **Reporting to Stakeholders:**

The results are inputted into Compliance Assist and posted on the department website.

## **Additional Information (OPTIONAL):**

### **Assessment: Critical Judgment**

**Number:**

3.2

**Providing Department:**

BA in Political Science

**Start:**

9/1/2020

**End:**

8/31/2021

### **Assessment Method:**

The undergraduate Director, or other faculty member at his delegation, read a sample of Writing Intensive (PS 5993) papers and assigned a grade from 1 to 5 on each (5 as highest in quality and 1 lowest), deriving an overall average.

5 = proficient, appropriate to candidate for graduate or professional school

4 = strong

3 = satisfactory, appropriate to entry into the workforce as a college graduate

2 = marginal

1 = unsatisfactory for a college graduate

Criteria: The paper anticipates and counters criticisms that can be made of the thesis and supporting evidence.

### **Results :**

2.5

### **Results from Campus Labs' "Baseline" Tool:**

#### **Program Action Plan:**

The Undergraduate Programs Committee and the full departmental faculty met and decided on the following action plan:

- 1) Disseminate to all instructors the assessment rubric and an account of the strengths and weaknesses of students' papers by the above criterion.
- 2) Hold a meeting of instructors to direct faculty attention to the following problems: Difficulty in confronting and convincingly rebutting contrary positions.
- 3) Continue to require all majors to complete a minimum of two Political Science courses at the 3000 level or above before attempting the Writing Intensive requirement.

#### **Timeline for Action Plan Implementation:**

Goals for Spring/Summer 2022

- 1) Average of 3.0 or better of writing intensive papers for the 3.2 assessment outcome.
- 2) No more than 35% of writing intensive papers with a score below 2.5 for the 3.2 assessment outcome (70% of students scored below a 2.5 on the 3.2 assessment outcome in the 2020-2021 assessment period).

**Reporting to Stakeholders:**

The results are inputted into Compliance Assist and posted on the department website.

**Additional Information (OPTIONAL):****Assessment: Expression****Number:**

4.1

**Providing Department:**

BA in Political Science

**Start:**

9/1/2020

**End:**

8/31/2021

**Assessment Method:**

The undergraduate Director, or other faculty member at his delegation, read a sample of Writing Intensive (PS 5993) papers and assigned a grade from 1 to 5 on each (5 as highest in quality and 1 lowest), deriving an overall average.

5 = proficient, appropriate to candidate for graduate or professional school

4 = strong

3 = satisfactory, appropriate to entry into the workforce as a college graduate

2 = marginal

1 = unsatisfactory for a college graduate

Criteria: The paper's introduction states a clear and meaningful thesis; the body of the essay is organized as an orderly progression; and a concluding section effectively sums up what the paper has demonstrated.

## **Results :**

3.1

## **Results from Campus Labs' "Baseline" Tool:**

### **Program Action Plan:**

The Undergraduate Programs Committee and the full departmental faculty met and decided on the following action plan:

- 1) Disseminate to all instructors the assessment rubric and an account of the strengths and weaknesses of students' papers by the above criterion.
- 2) Continue to require all majors to complete a minimum of two Political Science courses at the 3000 level or above before attempting the Writing Intensive requirement.
- 3) Continue to require all majors to complete at least one major course at the 4000 level or above.

### **Timeline for Action Plan Implementation:**

Goals for Spring/Summer 2022

- 1) Average of 3.0 or better of Writing Intensive papers for the 4.1 assessment outcome.
- 2) No more than 25% of Writing Intensive papers with a score below 2.5 for the 4.1 assessment (40% of students scored below a 2.5 on the 4.1 assessment outcome in the 2020-2021 assessment period).

### **Reporting to Stakeholders:**

The results are inputted into Compliance Assist and posted on the department website.

### **Additional Information (OPTIONAL):**

### **Assessment: Expression**

**Number:**

4.2

**Providing Department:**

BA in Political Science

**Start:**

9/1/2020

**End:**

8/31/2021

**Assessment Method:**

The undergraduate Director, or other faculty member at his delegation, read a sample of Writing Intensive (PS 5993) papers and assigned a grade from 1 to 5 on each (5 as highest in quality and 1 lowest), deriving an overall average.

5 = proficient, appropriate to candidate for graduate or professional school

4 = strong

3 = satisfactory, appropriate to entry into the workforce as a college graduate

2 = marginal

1 = unsatisfactory for a college graduate

Criteria: The paper is sound in paragraph structure, sentence structure, and word choice.

**Results :**

4.0



## **Results from Campus Labs' "Baseline" Tool:**

### **Program Action Plan:**

The Undergraduate Programs Committee and the full departmental faculty met and decided on the following action plan:

- 1) Disseminate to all instructors the assessment rubric and an account of the strengths and weaknesses of students' papers by the above criterion.
- 2) Continue to require all majors to complete a minimum of two Political Science courses at the 3000 level or above before attempting the Writing Intensive requirement.
- 3) Continue to require all majors to complete at least one major course at the 4000 level or above.

### **Timeline for Action Plan Implementation:**

Goals for Spring/Summer 2022

- 1) Average of 3.0 or better of writing intensive papers for the 4.2 assessment outcome.
- 2) No more than 25% of writing intensive papers with a score below 2.5 for the 4.2 assessment outcome (20% of students scored below a 2.5 on the 4.2 assessment outcome in the 2020-2021 assessment period).

### **Reporting to Stakeholders:**

The results are inputted into Compliance Assist and posted on the department website.

### **Additional Information (OPTIONAL):**

## **New Assessment Methods, Results, Actions, Timelines, and Reporting Item**

**Number:**

**Providing Department:**

BA in Political Science

**Start:**

9/1/2020

**End:**

8/31/2021

**Assessment Method:**

**Results :**

**Results from Campus Labs' "Baseline" Tool:**

**Program Action Plan:**

**Timeline for Action Plan Implementation:**

**Reporting to Stakeholders:**

**Additional Information (OPTIONAL):**

**New Assessment Planner Item**

**Start:**

9/1/2020

**End:**

8/31/2021

**Providing Department:**

BA in Political Science

**First Name:**

Brad

**Last Name:**

Roth

**Email Address:**

aa2216@wayne.edu

**Role (Primary or Second Contact):**

Primary contact

**Position/Status:**

Faculty (full-time)

**New Assessment Planner Item**

**Start:**

9/1/2020

**End:**

8/31/2021

**Providing Department:**

BA in Political Science

**First Name:**

Ryan

**Last Name:**

Ferrante

**Email Address:**

ak8629@wayne.edu

**Role (Primary or Second Contact):**

Secondary contact

**Position/Status:**

Staff (e.g., academic advisor, ASO, program manager)

**Bachelor of Public Affairs**

**Mission Statement -- BPA**

**Start:**

9/1/2020

**End:**

8/31/2021

**Providing Department:**

Bachelor of Public Affairs

**Mission Statement:**

The Bachelor of Public Affairs (B.P.A.) prepares qualified students for professional and technical careers in the public service or for advanced study in public affairs and administration, the social sciences and related disciplines. The program is a structured professional curriculum that builds on the foundation of a general liberal arts education. The curriculum incorporates fundamentals of social science theory and applications of that theory to public management and policy analysis. The B.P.A. provides students with skills needed for working in city, county, state and national government, in other public and non-profit agencies, and in positions in private enterprise that deal with governmental relations.

**Research****Number:**

1

**Start:**

9/1/2020

**End:**

8/31/2021

**Providing Department:**

Bachelor of Public Affairs

**Learning Outcome Description:**

To access and appropriately invoke scholarly research bearing on issues and topics.

**Appreciation of Multiple Perspectives****Number:**

2

**Start:**

9/1/2020

**End:**

8/31/2021

**Providing Department:**

Bachelor of Public Affairs

**Learning Outcome Description:**

To demonstrate appreciation of competing conceptual approaches to the subject matter.

**Critical Judgment**

**Number:**

3

**Start:**

9/1/2020

**End:**

8/31/2021

**Providing Department:**

Bachelor of Public Affairs

**Learning Outcome Description:**

To apply critical judgment in assessing accounts and explanations of political phenomena.

**Expression**

**Number:**

4

**Start:**

9/1/2020

**End:**

8/31/2021

**Providing Department:**

Bachelor of Public Affairs

**Learning Outcome Description:**

To communicate information and argumentation in writing in a clear, logical, and formally correct manner (with appropriate citations).

**BPA Major Map****Providing Department:**

Bachelor of Public Affairs

**Start:**

9/1/2020

**End:**

8/31/2021

**Attach Curriculum Map Here:**

BPA Major Map; BPA\_Curriculum\_Map (9)

**Assessment: Research****Number:**

1.1

**Providing Department:**

Bachelor of Public Affairs

**Start:**

9/1/2020

**End:**

8/31/2021

**Assessment Method:**

The undergraduate Director, or other faculty member at his delegation, read a sample of Writing Intensive (PS 5993) papers and assigned a grade from 1 to 5 on each (5 as highest in quality and 1 lowest), deriving an overall average.

5 = proficient, appropriate to candidate for graduate or professional school

4 = strong

3 = satisfactory, appropriate to entry into the workforce as a college graduate

2 = marginal

1 = unsatisfactory for a college graduate

Criteria: The paper uses sources properly and cites in accordance with a recognized system of citation.

### **Results :**

3.8

### **Results from Campus Labs' "Baseline" Tool:**

#### **Program Action Plan:**

The Undergraduate Programs Committee and the full departmental faculty met and decided on the following action plan:

- 1) Disseminate to all instructors the assessment rubric and an account of the strengths and weaknesses of students' papers by the above criterion.
- 2) Continue to require all majors to complete a minimum of two Political Science courses at the 3000 level or above before attempting the Writing Intensive requirement.
- 3) Continue to require all majors to complete at least one major course at the 4000 level or above.

#### **Timeline for Action Plan Implementation:**

Goals for Spring/Summer 2022

- 1) Average of 3.0 or better of Writing Intensive papers for the 1.1 assessment outcome.
- 2) No more than 35% of Writing Intensive papers with a score below 2.5 for the 1.1 assessment outcome (20% of students scored below a 2.5 on the 1.1 assessment outcome in the 2020-2021 assessment period).

## **Reporting to Stakeholders:**

The results are inputted into Compliance Assist and posted on the department website.

## **Additional Information (OPTIONAL):**

### **Assessment: Research**

#### **Number:**

1.2

#### **Providing Department:**

Bachelor of Public Affairs

#### **Start:**

9/1/2020

#### **End:**

8/31/2021

#### **Assessment Method:**

The undergraduate Director, or other faculty member at his delegation, read a sample of Writing Intensive (PS 5993) papers and assigned a grade from 1 to 5 on each (5 as highest in quality and 1 lowest), deriving an overall average.

5 = proficient, appropriate to candidate for graduate or professional school

4 = strong

3 = satisfactory, appropriate to entry into the workforce as a college graduate

2 = marginal

1 = unsatisfactory for a college graduate

Criteria: The paper marshals substantial evidence for the thesis and establishes logical connections, avoiding fallacious reasoning.



## **Results :**

3.3

## **Results from Campus Labs' "Baseline" Tool:**

### **Program Action Plan:**

The Undergraduate Programs Committee and the full departmental faculty met and decided on the following action plan:

- 1) Disseminate to all instructors the assessment rubric and an account of the strengths and weaknesses of students' papers by the above criterion.
- 2) Continue to require all majors to complete a minimum of two Political Science courses at the 3000 level or above before attempting the Writing Intensive requirement.
- 3) Continue to require all majors to complete at least one major course at the 4000 level or above.

### **Timeline for Action Plan Implementation:**

Goals for Spring/Summer 2022

- 1) Average of 3.0 or better of Writing Intensive papers for the 1.2 assessment outcome.
- 2) No more than 25% of Writing Intensive papers with a score below 2.5 for the 1.2 assessment outcome (20% of students scored below a 2.5 on the 1.2 assessment outcome in the 2020-2021 assessment period).

### **Reporting to Stakeholders:**

The results are inputted into Compliance Assist and posted on the department website.

### **Additional Information (OPTIONAL):**

## **Assessment: Appreciation of Multiple Perspectives**

**Number:**

2.1

**Providing Department:**

Bachelor of Public Affairs

**Start:**

9/1/2020

**End:**

8/31/2021

**Assessment Method:**

The undergraduate Director, or other faculty member at his delegation, read a sample of Writing Intensive (PS 5993) papers and assigned a grade from 1 to 5 on each (5 as highest in quality and 1 lowest), deriving an overall average.

5 = proficient, appropriate to candidate for graduate or professional school

4 = strong

3 = satisfactory, appropriate to entry into the workforce as a college graduate

2 = marginal

1 = unsatisfactory for a college graduate

Criteria: The paper accurately identifies competing ways of understanding the phenomenon being studied.

**Results :**

3.0

**Results from Campus Labs' "Baseline" Tool:****Program Action Plan:**

The Undergraduate Programs Committee and the full departmental faculty met and decided on the following action plan:

- 1) Disseminate to all instructors the assessment rubric and an account of the strengths and weaknesses of students' papers by the above criterion.
- 2) Hold a meeting of instructors to direct faculty attention to the following problem: The paper does not identify competing ways of understanding the phenomenon being studied.
- 3) Continue to require all majors to complete a minimum of two Political Science courses at the 3000 level or above before attempting the Writing Intensive requirement.
- 4) Continue to require all majors to complete at least one major course at the 4000 level or above.

### **Timeline for Action Plan Implementation:**

Goals for Spring/Summer 2022

- 1) Average of 3.0 or better of Writing Intensive papers for the 2.1 assessment outcome.
- 2) No more than 35% of Writing Intensive papers with a score below 2.5 for the 2.1 assessment outcome (40% of students scored below a 2.5 on the 2.1 assessment outcome in the 2020-2021 assessment period).

### **Reporting to Stakeholders:**

The results are inputted into Compliance Assist and posted on the department website.

### **Additional Information (OPTIONAL):**

## **Assessment: Appreciation of Multiple Perspectives**

**Number:**

2.2

**Providing Department:**

Bachelor of Public Affairs

**Start:**

9/1/2020

**End:**

8/31/2021

**Assessment Method:**

The undergraduate Director, or other faculty member at his delegation, read a sample of Writing Intensive (PS 5993) papers and assigned a grade from 1 to 5 on each (5 as highest in quality and 1 lowest), deriving an overall average.

5 = proficient, appropriate to candidate for graduate or professional school

4 = strong

3 = satisfactory, appropriate to entry into the workforce as a college graduate

2 = marginal

1 = unsatisfactory for a college graduate

Criteria: The paper gives a fair account of the strengths of alternative approaches.

**Results :**

2.9

**Results from Campus Labs' "Baseline" Tool:****Program Action Plan:**

The Undergraduate Programs Committee and the full departmental faculty met and decided on the following action plan:

- 1) Disseminate to all instructors the assessment rubric and an account of the strengths and weaknesses of students' papers by the above criterion.
- 2) Hold a meeting of instructors to direct faculty attention to the following problem: The paper does not give a fair account of the strengths of alternative approaches.
- 3) Continue to require all majors to complete a minimum of two Political Science courses at the 3000 level or above before attempting the Writing Intensive requirement.
- 4) Continue to require all majors to complete at least one major course at the 4000 level or above.

## **Timeline for Action Plan Implementation:**

Goals for Spring/Summer 2022

- 1) Average of 3.0 or better of Writing Intensive papers for the 2.2 assessment outcome.
- 2) No more than 35% of Writing Intensive papers with a score below 2.5 for the 2.2 assessment outcome (40% of students scored below a 2.5 on the 2.2 assessment outcome in the 2020-2021 assessment period).

## **Reporting to Stakeholders:**

The results are inputted into Compliance Assist and posted on the department website.

## **Additional Information (OPTIONAL):**

### **Assessment: Critical Judgement**

**Number:**

3.1

**Providing Department:**

Bachelor of Public Affairs

**Start:**

9/1/2020

**End:**

8/31/2021

### **Assessment Method:**

The undergraduate Director, or other faculty member at his delegation, read a sample of Writing Intensive (PS 5993) papers and assigned a grade from 1 to 5 on each (5 as highest in quality and 1 lowest), deriving an overall average.

5 = proficient, appropriate to candidate for graduate or professional school

4 = strong

3 = satisfactory, appropriate to entry into the workforce as a college graduate

2 = marginal

1 = unsatisfactory for a college graduate

Criteria: The paper does not simply summarize the contributions of one source after another, but integrates those contributions into the author's distinctive analysis.

## **Results :**

3.1

## **Results from Campus Labs' "Baseline" Tool:**

### **Program Action Plan:**

The Undergraduate Programs Committee and the full departmental faculty met and decided on the following action plan:

- 1) Disseminate to all instructors the assessment rubric and an account of the strengths and weaknesses of students' papers by the above criterion.
- 2) Continue to require all majors to complete a minimum of two Political Science courses at the 3000 level or above before attempting the Writing Intensive requirement.
- 3) Continue to require all majors to complete at least one major course at the 4000 level or above.

### **Timeline for Action Plan Implementation:**

Goals for Spring/Summer 2022

- 1) Average of 3.0 or better of Writing Intensive papers for the 3.1 assessment outcome.
- 2) No more than 25% of Writing Intensive papers with a score below 2.5 for the 3.1 assessment outcome (30% of students scored below a 2.5 on the 3.1 assessment outcome in the 2020-2021 assessment period).

**Reporting to Stakeholders:**

The results are inputted into Compliance Assist and posted on the department website.

**Additional Information (OPTIONAL):****Assessment: Critical Judgment****Number:**

3.2

**Providing Department:**

Bachelor of Public Affairs

**Start:**

9/1/2020

**End:**

8/31/2021

**Assessment Method:**

The undergraduate Director, or other faculty member at his delegation, read a sample of Writing Intensive (PS 5993) papers and assigned a grade from 1 to 5 on each (5 as highest in quality and 1 lowest), deriving an overall average.

5 = proficient, appropriate to candidate for graduate or professional school

4 = strong

3 = satisfactory, appropriate to entry into the workforce as a college graduate

2 = marginal

1 = unsatisfactory for a college graduate

Criteria: The paper anticipates and counters criticisms that can be made of the thesis and supporting evidence.

**Results :**

2.5

**Results from Campus Labs' "Baseline" Tool:****Program Action Plan:**

The Undergraduate Programs Committee and the full departmental faculty met and decided on the following action plan:

- 1) Disseminate to all instructors the assessment rubric and an account of the strengths and weaknesses of students' papers by the above criterion.
- 2) Hold a meeting of instructors to direct faculty attention to the following problems: Difficulty in confronting and convincingly rebutting contrary positions.
- 3) Continue to require all majors to complete a minimum of two Political Science courses at the 3000 level or above before attempting the Writing Intensive requirement.

**Timeline for Action Plan Implementation:**

Goals for Spring/Summer 2022

- 1) Average of 3.0 or better of writing intensive papers for the 3.2 assessment outcome.
- 2) No more than 35% of writing intensive papers with a score below 2.5 for the 3.2 assessment outcome (70% of students scored below a 2.5 on the 3.2 assessment outcome in the 2020-2021 assessment period).

**Reporting to Stakeholders:**

The results are inputted into Compliance Assist and posted on the department website.

**Additional Information (OPTIONAL):**



## **Assessment: Expression**

### **Number:**

4.1

### **Providing Department:**

Bachelor of Public Affairs

### **Start:**

9/1/2020

### **End:**

8/31/2021

### **Assessment Method:**

The undergraduate Director, or other faculty member at his delegation, read a sample of Writing Intensive (PS 5993) papers and assigned a grade from 1 to 5 on each (5 as highest in quality and 1 lowest), deriving an overall average.

5 = proficient, appropriate to candidate for graduate or professional school

4 = strong

3 = satisfactory, appropriate to entry into the workforce as a college graduate

2 = marginal

1 = unsatisfactory for a college graduate

Criteria: The paper's introduction states a clear and meaningful thesis; the body of the essay is organized in writing a clear, logical, and formally correct manner (with appropriate citations).

### **Results :**

3.1

### **Results from Campus Labs' "Baseline" Tool:**

### **Program Action Plan:**

The Undergraduate Programs Committee and the full departmental faculty met and decided on the following action plan:

- 1) Disseminate to all instructors the assessment rubric and an account of the strengths and weaknesses of students' papers by the above criterion.
- 2) Continue to require all majors to complete a minimum of two Political Science courses at the 3000 level or above before attempting the Writing Intensive requirement.
- 3) Continue to require all majors to complete at least one major course at the 4000 level or above.

### **Timeline for Action Plan Implementation:**

Goals for Spring/Summer 2022

- 1) Average of 3.0 or better of Writing Intensive papers for the 4.1 assessment outcome.
- 2) No more than 25% of Writing Intensive papers with a score below 2.5 for the 4.1 assessment (40% of students scored below a 2.5 on the 4.1 assessment outcome in the 2020-2021 assessment period).

### **Reporting to Stakeholders:**

The results are inputted into Compliance Assist and posted on the department website.

### **Additional Information (OPTIONAL):**

#### **Assessment: Expression**

##### **Number:**

4.2

##### **Providing Department:**

Bachelor of Public Affairs

##### **Start:**

9/1/2020

**End:**

8/31/2021

**Assessment Method:**

The undergraduate Director, or other faculty member at his delegation, read a sample of Writing Intensive (PS 5993) papers and assigned a grade from 1 to 5 on each (5 as highest in quality and 1 lowest), deriving an overall average.

5 = proficient, appropriate to candidate for graduate or professional school

4 = strong

3 = satisfactory, appropriate to entry into the workforce as a college graduate

2 = marginal

1 = unsatisfactory for a college graduate

Criteria: The paper is sound in paragraph structure, sentence structure, and word choice.

**Results :**

4.0

**Results from Campus Labs' "Baseline" Tool:****Program Action Plan:**

The Undergraduate Programs Committee and the full departmental faculty met and decided on the following action plan:

- 1) Disseminate to all instructors the assessment rubric and an account of the strengths and weaknesses of students' papers by the above criterion.
- 2) Continue to require all majors to complete a minimum of two Political Science courses at the 3000 level or above before attempting the Writing Intensive requirement.
- 3) Continue to require all majors to complete at least one major course at the 4000 level or above.

## **Timeline for Action Plan Implementation:**

Goals for Spring/Summer 2022

- 1) Average of 3.0 or better of writing intensive papers for the 4.2 assessment outcome.
- 2) No more than 25% of writing intensive papers with a score below 2.5 for the 4.2 assessment outcome (20% of students scored below a 2.5 on the 4.2 assessment outcome in the 2020-2021 assessment period).

## **Reporting to Stakeholders:**

The results are inputted into Compliance Assist and posted on the department website.

## **Additional Information (OPTIONAL):**

### **New Assessment Planner Item**

**Start:**

9/1/2020

**End:**

8/31/2021

**Providing Department:**

Bachelor of Public Affairs

**First Name:**

Ryan

**Last Name:**

Ferrante

**Email Address:**

ak8629@wayne.edu

**Role (Primary or Second Contact):**

Secondary contact

**Position/Status:**

Staff (e.g., academic advisor, ASO, program manager))

**New Assessment Planner Item****Start:**

9/1/2020

**End:**

8/31/2021

**Providing Department:**

Bachelor of Public Affairs

**First Name:**

Brad

**Last Name:**

Roth

**Email Address:**

aa2216@wayne.edu

**Role (Primary or Second Contact):**

Primary contact

**Position/Status:**

Faculty (full-time)

**GC in Nonprofit Management****Graduate Certificate in Nonprofit Management Mission Statement****Item****Start:**

8/1/2020

**End:**

8/31/2021

**Providing Department:**

## GC in Nonprofit Management

### **Mission Statement:**

Vision (Why?). The graduate certificate in nonprofit management seeks to enhance the resiliency and capacity of the nonprofit sector in Metropolitan Detroit and the wider southeast Michigan region, and to produce more robust nonprofit organizations capable of effectively serving their various populations in the face of continuous organizational and environmental challenges. Mission (How?). The mission of the graduate certificate in nonprofit management is to equip current and aspiring nonprofit sector professionals with the creativity, knowledge, and skills that will enable their success in nonprofit and philanthropic organizations in Metropolitan Detroit and the wider southeast Michigan region. The program seeks to enable nonprofit professionals to become effective stewards and leaders of their organizations. To that end, the certificate program offers a practically relevant and academically rigorous educational curriculum with flexible scheduling options and online course offerings which can be completed in as little as one academic year. Goals. The program objectives are to: (1) advance the creativity, knowledge, and skills of current nonprofit professionals and of those pursuing a nonprofit career; (2) enhance the overall management capacity of nonprofit organizations within the Detroit metropolitan area and the wider southeast Michigan region; and (3) advance the urban mission of WSU by serving the nonprofit community in Metropolitan Detroit.

### **New Mission Statement Item**

#### **Start:**

9/1/2020

#### **End:**

8/31/2021

#### **Providing Department:**

GC in Nonprofit Management

#### **Mission Statement:**

### **Graduate Certificate in Nonprofit Management New Learning Outcome (Program-level) Item**

#### **Number:**

1

**Start:**

8/1/2020

**End:**

8/31/2021

**Providing Department:**

GC in Nonprofit Management

**Learning Outcome Description:**

A graduate of the certificate program will be able to: 1. Understand nonprofit governance structure and navigate challenges associated with managing within this structure. 2. Develop a clear, coherent, and feasible business model for operating a nonprofit organization. 3. Communicate and market the services of a nonprofit organization. 4. Formulate a sustainable fund-development strategy and access and manage financial resources for a nonprofit organization. 5. Understand role of collaboration and the process of forming strategic partnerships with other organizations (esp. government and business).

**Graduate Certificate in Nonprofit Management New Curriculum  
Map Item**

**Providing Department:**

GC in Nonprofit Management

**Start:**

8/1/2020

**End:**

8/31/2021

**Attach Curriculum Map Here:**

Curriculum Map\_12\_28\_2020.docx

**Graduate Certificate in Nonprofit Management Assessment  
Methods, Results, Actions, Timelines, and Reporting Item  
Number:**

**Providing Department:**

GC in Nonprofit Management

**Start:**

8/1/2020

**End:**

8/31/2021

**Assessment Method:**

Direct methods:

- program competencies are linked to specific core courses; instructors of these courses will be asked to add relevant learning outcomes to their syllabi;
- outcome assessment will be conducted annually; the program will assess 2 learning outcomes per year;
- assessment strategy would be: to randomly select 12 anonymous work samples of the course writing projects completed by the certificate students (4 from each of the three core classes), which will be scored independently by a committee of two evaluators using a pre-determined rubric;
- assessment scores of the two evaluators will be averaged out for the general report; the assessment rubric will be tested and discussed, to make sure that the two evaluators use it consistently.

Indirect methods:

- incoming student survey results (with self-reported levels of competencies and skills) will be compared with an exit survey administered to the program graduates (self-assessment of the same competencies and skills);
- open-ended questions in the exit survey will solicit students' overall feedback about their learning experience and what can be improved.

Other measures:

- student retention;
- student graduation rates.

**Results :**



### Results:

- certificate program coordinator will collect and analyze the direct assessment results;
- incoming and exit survey data will be analyzed annually starting in year 2 of the program (once we have the first cohort of graduates);
- retention and graduation data will be collected and analyzed at a program level.

### **Results from Campus Labs' "Baseline" Tool:**

N/A

### **Program Action Plan:**

#### Reporting to stakeholders:

- results of the assessment will be reported in a generalized form to the MPA program committee that oversees this graduate certificate; the committee will discuss program improvement strategies, as appropriate;
- upon request, results in a generalized form can also be shared with the core course instructors, incoming and current students and alumni, program development and marketing partners, other WSU units and administration.

### **Timeline for Action Plan Implementation:**

Direct measures: starting in year 1, annually.

Indirect measures: starting in year 2, annually.

Other measures: starting in year 2, annually.

### **Reporting to Stakeholders:**

#### Reporting to stakeholders:

- results of the assessment will be reported in a generalized form to the MPA program committee that oversees this graduate certificate; the committee will discuss program improvement strategies, as appropriate;
- upon request, results in a generalized form can also be shared with the core course instructors, incoming and current students and alumni, program development and marketing partners, other WSU units and administration.

**Additional Information (OPTIONAL):**

**New Assessment Planner Item**

**Start:**

8/1/2020

**End:**

8/31/2021

**Providing Department:**

GC in Nonprofit Management

**First Name:**

Alisa

**Last Name:**

Moldavanova

**Email Address:**

alisam@wayne.edu

**Role (Primary or Second Contact):**

**Position/Status:**

Faculty (full-time)

**MA in Political Science**

## **MA in Political Science - Mission Statement**

**Start:**

9/1/2020

**End:**

8/31/2021

**Providing Department:**

MA in Political Science

**Mission Statement:**

The Master of Arts program in Political Science is designed for students who have completed an undergraduate degree and wish to continue their education in Political Science. Our MA students have the opportunity to specialize in one of six subfields of study: American government and politics, comparative politics, political theory, public policy, urban politics, or world politics. Students in the MA program also gain advanced analytic and methodological skills. The MA program prepares students for doctoral study upon completion of the degree, and for careers in government, policy advocacy and the non-profit sector.

## **MA Political Science LO 1.0 Statistical Analysis**

**Number:**

1.0

**Start:**

9/1/2020

**End:**

8/31/2021

**Providing Department:**

MA in Political Science

**Learning Outcome Description:**

Students will understand fundamental concepts in statistics and be able to apply the basics of statistical inference, estimation hypothesis testing and statistical reasoning. They will learn to conduct and interpret statistical analysis with statistical packages (SPSS or STATA).

## **MA Political Science - LO 2.0 Research Methods**

**Number:**

2.0

**Start:**

9/1/2020

**End:**

8/31/2021

**Providing Department:**

MA in Political Science

**Learning Outcome Description:**

Students will identify the basic characteristics of the four major research designs in political science, and apply this knowledge by designing an original research project.

## **MA Political Science LO 3.0 Formal academic writing and citation**

**Number:**

3.0

**Start:**

9/1/2020

**End:**

8/31/2021

**Providing Department:**

MA in Political Science

**Learning Outcome Description:**

Students will master skills of formal academic writing and citation. They will communicate information and argumentation in writing in a clear, logical and formally correct manner with good grammar and appropriate citations.

## **MA Political Science LO 4.1 Subfield Specialization**

**Number:**

4.1

**Start:**

9/1/2020

**End:**

8/31/2021

**Providing Department:**

MA in Political Science

**Learning Outcome Description:**

MA students will demonstrate specialized knowledge of the literature in one of six subfields of Political Science: American Politics, Comparative Politics, Political Theory, Public Policy, Urban Politics or World Politics.

**MA Political Science LO 4.2 Subfield Mastery**

**Number:**

4.2

**Start:**

9/1/2020

**End:**

8/31/2021

**Providing Department:**

MA in Political Science

**Learning Outcome Description:**

Students will demonstrate mastery of key literature and concepts in one of six subfields of Political Science: American Politics, Comparative Politics, Political Theory, Public Policy, Urban Politics or World Politics.

**MA Political Science Curriculum Map**

**Providing Department:**

MA in Political Science

**Start:**

9/1/2020

**End:**

8/31/2021

**Attach Curriculum Map Here:**

MA\_Political Science Curriculum Map 2016

**MA Political Science OA 1.1 Statistical analysis****Number:**

1.1

**Providing Department:**

MA in Political Science

**Start:**

9/1/2020

**End:**

8/31/2021

**Assessment Method:**

1.1 PS 5630 - 80% passing with a grade of B or better.

**Results :****Results from Campus Labs' "Baseline" Tool:****Program Action Plan:****Timeline for Action Plan Implementation:****Reporting to Stakeholders:**

The results are inputted into Compliance Assist and posted on the department website.

**Additional Information (OPTIONAL):**

**MA Political Science OA 1.2 Statistical Analysis**

**Number:**

1.2

**Providing Department:**

MA in Political Science

**Start:**

9/1/2020

**End:**

8/31/2021

**Assessment Method:**

1.2 PS 7660 pass exam or exercise covering data processing and analysis with a grade of B or better.

**Results :**

**Results from Campus Labs' "Baseline" Tool:**

**Program Action Plan:**

**Timeline for Action Plan Implementation:**

**Reporting to Stakeholders:**

The results are imputed into Compliance Assist and posted on the department website.

**Additional Information (OPTIONAL):**

**MA Political Science OA 2.1 Research methods**

**Number:**

2.1

**Providing Department:**

MA in Political Science

**Start:**

9/1/2020

**End:**

8/31/2021

**Assessment Method:**

2.1 PS 7660 - Grade of B or better on final research design paper.

**Results :**

**Results from Campus Labs' "Baseline" Tool:**

**Program Action Plan:**

**Timeline for Action Plan Implementation:**

**Reporting to Stakeholders:**

**Additional Information (OPTIONAL):**

**MA Political Science OA 3.1 Formal academic writing and citation**

**Number:**

3.1

**Providing Department:**

MA in Political Science

**Start:**

9/1/2020

**End:**

8/31/2021

**Assessment Method:**



3.1 Faculty will review each submitted MA essay or thesis to assess the quality of student's formal academic writing.

Criteria: the introduction states a clear and meaningful thesis or research question; the body of the essay or thesis is organized as an orderly progression; the paper is substantially free of grammatical, spelling and usage errors; and a concluding section effectively sums up what the paper has demonstrated.

**Results :**

**Results from Campus Labs' "Baseline" Tool:**

**Program Action Plan:**

**Timeline for Action Plan Implementation:**

**Reporting to Stakeholders:**

**Additional Information (OPTIONAL):**

**MA Political Science OA 3.2 Formal academic writing and citation**

**Number:**

3.2

**Providing Department:**

MA in Political Science

**Start:**

9/1/2020

**End:**

8/31/2021

**Assessment Method:**

3.2 Faculty will review each submitted MA essay or thesis to assess the quality of student's formal academic writing

Criteria: Standard citation style is consistently and correctly used throughout the entirety of the thesis or essay.

**Results :**

**Results from Campus Labs' "Baseline" Tool:**

**Program Action Plan:**

**Timeline for Action Plan Implementation:**

**Reporting to Stakeholders:**

**Additional Information (OPTIONAL):**

**MA in Political Science OA 4.1 Subfield Specialization**

**Number:**

4.1

**Providing Department:**

MA in Political Science

**Start:**

9/1/2020

**End:**

8/31/2021

**Assessment Method:**

Syllabi and assignments in core required courses for each subfield will be reviewed by the graduate committee.

**Results :**

**Results from Campus Labs' "Baseline" Tool:**

**Program Action Plan:**

**Timeline for Action Plan Implementation:**

**Reporting to Stakeholders:**

**Additional Information (OPTIONAL):**

## **MA in Political Science OA 4.2 Subfield Mastery**

**Number:**

4.2

**Providing Department:**

MA in Political Science

**Start:**

9/1/2020

**End:**

8/31/2021

**Assessment Method:**

Passage rate on MA Comprehensive Exams. Goal is 80% passage on first attempt.

**Results :**

**Results from Campus Labs' "Baseline" Tool:**

**Program Action Plan:**

**Timeline for Action Plan Implementation:**

**Reporting to Stakeholders:**

**Additional Information (OPTIONAL):**

**Master of Public Administration**

## **Mission Statement**

**Start:**

9/1/2020

**End:**

8/31/2021

**Providing Department:**

Master of Public Administration

**Mission Statement:**

The mission of the M.P.A. program at Wayne State University is to provide the highest quality graduate education to students committed to public service. The program provides an academically rigorous curriculum relevant to public and nonprofit policy and management. The program serves academically capable pre-service and in-service students and is an integral part of a major urban research university improving local and global communities.

## **To lead and manage in public interest**

**Number:**

1

**Start:**

9/1/2020

**End:**

8/31/2021

**Providing Department:**

Master of Public Administration

**Learning Outcome Description:**

o A graduate of our program will be able to understand how both structure and culture of public service organizations affect organizational effectiveness (1A) o A graduate of our program will know how to effectively manage human resources and provide leadership in this regard (1B)

## **To participate in and contribute to the policy process**

**Number:**

2

**Start:**

9/1/2020

**End:**

8/31/2021

**Providing Department:**

Master of Public Administration

**Learning Outcome Description:**

o A graduate of our program will be able to identify key stakeholders, their positions, coalitions, and the political context (2A) o A graduate of our program will be able to understand and apply the different aspects of the policy making cycle (2B)

**To analyze, synthesize, think critically, solve problems and make evidence-informed decisions in a complex and dynamic environment****Number:**

3

**Start:**

9/1/2020

**End:**

8/31/2021

**Providing Department:**

Master of Public Administration

**Learning Outcome Description:**

o A graduate of our program will be able to utilize data and analytic techniques, scholarly research, and best professional practices in systematically analyzing and making policy and administrative decisions in public service organizations (3A) o A graduate of our program will be able to apply these concepts to a real world (substantive) case (3B)

## **To articulate, apply, and advance a public service perspective**

**Number:**

4

**Start:**

9/1/2020

**End:**

8/31/2021

**Providing Department:**

Master of Public Administration

**Learning Outcome Description:**

o A graduate of our program will be able to make informed decisions and manage public service organizations in the public interest by effectively utilizing and balancing key public service values (4A) o A graduate of our program will understand the value of fair and transparent administration and will be able to effectively and ethically engage citizens in public service organizations (4B)

## **To communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large**

**Number:**

5

**Start:**

9/1/2020

**End:**

8/31/2021

**Providing Department:**

Master of Public Administration

**Learning Outcome Description:**

o A graduate of our program will have the ability to develop and exercise intercultural sensitivity with employees and other stakeholders (5A) o A graduate of our program will be able to communicate and engage appropriately, effectively and respectfully with multiple audiences (5B)

## **Masters of Public Administration Curriculum Map**

### **Providing Department:**

Master of Public Administration

### **Start:**

9/1/2020

### **End:**

8/31/2021

### **Attach Curriculum Map Here:**

MPA Curriculum Map

## **Assessment: to lead and manage in public interest**

### **Number:**

1

### **Providing Department:**

Master of Public Administration

### **Start:**

9/1/2020

### **End:**

8/31/2021

### **Assessment Method:**

*Comprehensive Exam*. The primary means by which the program assesses competence is the MPA Comprehensive Exam. Passing the MPA Competency Exam is a requirement for graduation for all students, and the material covers the core curriculum with the exception of PS 5630 (Statistics & Data Analysis in Political Science I) and PS 7375 (Professional Development Seminar). The exam consists of a five-hour, computer-based exam, and consists of a case study analysis and two questions to answer. More detail about the exam is available in the MPA Student Handbook.

Part A is specific to Domain#3B.

The questions in Part B will rotate among the other five domains or learning objectives. These will be planned out a year in advance, beginning with the fall semester. Specific questions will be selected from a bank of questions by the MPA director and MPA faculty.

Students will not be told specifically which domain will be covered, but they will still be given the study guide ahead of time.

The questions in Part B are designed to measure and assess learning objectives 1, 2, 3A, 4, and 5. Each question pertains to a single learning objective, but each learning objective is covered within an academic year.

Exam answers are graded by two faculty members. Student names are concealed. Possible grades are: fail, pass, and pass with distinction. For purposes of performance assessment, the grades pass and pass with distinction are collapsed into a single code, "pass." The grades assigned by the two faculty members to a specific student answer furnish the data to assess the overall performance of students with respect to a particular learning objective.

The comprehensive exam is given three times a year to varying numbers of students. Over a year-long period, approximately 25 students take the exam. All of them will answer questions on a case study, learning objective three. Varying numbers will write answers on questions on Part B of the examination. Students write on two of four questions (their choice). Thus, in an average year, there will be 50 grades on the case study (2 graders x 25 answers) and 100 grades on Part B questions distributed across the other learning objectives (2 graders x 50 answers). Thus, annually, there will be about 25 grades with respect to learning objectives 1, 2, 3, 4 and 5.

The measure of performance for learning objective 3B, relating to the case study, is the percentage of answers that are graded either "pass" or "pass with distinction."

The measure of performance for learning objectives 1,2, 3A, 4 and 5 is the percentage of answers with respect to Part B questions assessing that objective that are graded either "pass" or "pass with distinction." These performance measures are calculated annually and can be tracked over time.

To improve the reliability of grading for both Part A, the case study, and Part B, faculty grading answers use common rubrics, one for Part A, another for Part B. These rubrics have been uploaded to compliance-assist.

## **Results :**

### **Results from Campus Labs' "Baseline" Tool:**



**Program Action Plan:****Timeline for Action Plan Implementation:****Reporting to Stakeholders:**

The results are inputted into Compliance Assist and posted on the department website. Results are also submitted to NASPAA accrediting body through the annual report process.

**Additional Information (OPTIONAL):****Assessment: to participate in and contribute to the policy process****Number:**

2

**Providing Department:**

Master of Public Administration

**Start:**

9/1/2020

**End:**

8/31/2021

**Assessment Method:**

*Comprehensive Exam*. The primary means by which the program assesses competence is the MPA Comprehensive Exam. Passing the MPA Competency Exam is a requirement for graduation for all students, and the material covers the core curriculum with the exception of PS 5630 (Statistics & Data Analysis in Political Science I) and PS 7375 (Professional Development Seminar). The exam consists of a five-hour, computer-based exam, and consists of a case study analysis and two questions to answer. More detail about the exam is available in the MPA Student Handbook.

Part A is specific to Domain#3B.

The questions in Part B will rotate among the other five domains or learning objectives. These will be planned out a year in advance, beginning with the fall semester. Specific questions will be selected from a bank of questions by the MPA director and MPA faculty.

Students will not be told specifically which domain will be covered, but they will still be given the study guide ahead of time.

The questions in Part B are designed to measure and assess learning objectives 1, 2, 3A, 4, and 5. Each question pertains to a single learning objective, but each learning objective is covered within an academic year.

Exam answers are graded by two faculty members. Student names are concealed. Possible grades are: fail, pass, and pass with distinction. For purposes of performance assessment, the grades pass and pass with distinction are collapsed into a single code, "pass." The grades assigned by the two faculty members to a specific student answer furnish the data to assess the overall performance of students with respect to a particular learning objective.

The comprehensive exam is given three times a year to varying numbers of students. Over a year-long period, approximately 25 students take the exam. All of them will answer questions on a case study, learning objective three. Varying numbers will write answers on questions on Part B of the examination. Students write on two of four questions (their choice). Thus, in an average year, there will be 50 grades on the case study (2 graders x 25 answers) and 100 grades on Part B questions distributed across the other learning objectives (2 graders x 50 answers). Thus, annually, there will be about 25 grades with respect to learning objectives 1, 2, 3, 4 and 5.

The measure of performance for learning objective 3B, relating to the case study, is the percentage of answers that are graded either "pass" or "pass with distinction."

The measure of performance for learning objectives 1,2, 3A, 4 and 5 is the percentage of answers with respect to Part B questions assessing that objective that are graded either "pass" or "pass with distinction." These performance measures are calculated annually and can be tracked over time.

To improve the reliability of grading for both Part A, the case study, and Part B, faculty grading answers use common rubrics, one for Part A, another for Part B. These rubrics have been uploaded to compliance-assist.

## **Results :**

### **Results from Campus Labs' "Baseline" Tool:**

### **Program Action Plan:**

### **Timeline for Action Plan Implementation:**

**Reporting to Stakeholders:**

The results are inputted into Compliance Assist and posted on the department website. Results are also submitted to NASPAA accrediting body through the annual report process.

**Additional Information (OPTIONAL):**

**Assessment: to analyze, synthesize, think critically, solve problems and make evidence-informed decisions in a complex and dynamic environment**

**Number:**

3

**Providing Department:**

Master of Public Administration

**Start:**

9/1/2020

**End:**

8/31/2021

**Assessment Method:**

*Comprehensive Exam.* The primary means by which the program assesses competence is the MPA Comprehensive Exam. Passing the MPA Competency Exam is a requirement for graduation for all students, and the material covers the core curriculum with the exception of PS 5630 (Statistics & Data Analysis in Political Science I) and PS 7375 (Professional Development Seminar). The exam consists of a five-hour, computer-based exam, and consists of a case study analysis and two questions to answer. More detail about the exam is available in the MPA Student Handbook.

Part A is specific to Domain#3B.

The questions in Part B will rotate among the other five domains or learning objectives. These will be planned out a year in advance, beginning with the fall semester. Specific questions will be selected from a bank of questions by the MPA director and MPA faculty.

Students will not be told specifically which domain will be covered, but they will still be given the study guide ahead of time.

The questions in Part B are designed to measure and assess learning objectives 1, 2, 3A, 4, and 5. Each question pertains to a single learning objective, but each learning objective is covered within an academic year.

Exam answers are graded by two faculty members. Student names are concealed. Possible grades are: fail, pass, and pass with distinction. For purposes of performance assessment, the grades pass and pass with distinction are collapsed into a single code, "pass." The grades assigned by the two faculty members to a specific student answer furnish the data to assess the overall performance of students with respect to a particular learning objective.

The comprehensive exam is given three times a year to varying numbers of students. Over a year-long period, approximately 25 students take the exam. All of them will answer questions on a case study, learning objective three. Varying numbers will write answers on questions on Part B of the examination. Students write on two of four questions (their choice). Thus, in an average year, there will be 50 grades on the case study (2 graders x 25 answers) and 100 grades on Part B questions distributed across the other learning objectives (2 graders x 50 answers). Thus, annually, there will be about 25 grades with respect to learning objectives 1, 2, 3, 4 and 5.

The measure of performance for learning objective 3B, relating to the case study, is the percentage of answers that are graded either "pass" or "pass with distinction."

The measure of performance for learning objectives 1,2, 3A, 4 and 5 is the percentage of answers with respect to Part B questions assessing that objective that are graded either "pass" or "pass with distinction." These performance measures are calculated annually and can be tracked over time.

To improve the reliability of grading for both Part A, the case study, and Part B, faculty grading answers use common rubrics, one for Part A, another for Part B. These rubrics have been uploaded to compliance-assist.

## **Results :**

### **Results from Campus Labs' "Baseline" Tool:**

### **Program Action Plan:**

### **Timeline for Action Plan Implementation:**

### **Reporting to Stakeholders:**

The results are inputted into Compliance Assist and posted on the department website. Results are also submitted to NASPAA accrediting body through the annual report process.

**Additional Information (OPTIONAL):**

**Assessment: to articulate, apply, and advance a public service perspective**

**Number:**

4

**Providing Department:**

Master of Public Administration

**Start:**

9/1/2020

**End:**

8/31/2021

**Assessment Method:**

*Comprehensive Exam*. The primary means by which the program assesses competence is the MPA Comprehensive Exam. Passing the MPA Competency Exam is a requirement for graduation for all students, and the material covers the core curriculum with the exception of PS 5630 (Statistics & Data Analysis in Political Science I) and PS 7375 (Professional Development Seminar). The exam consists of a five-hour, computer-based exam, and consists of a case study analysis and two questions to answer. More detail about the exam is available in the MPA Student Handbook.

Part A is specific to Domain#3B.

The questions in Part B will rotate among the other five domains or learning objectives. These will be planned out a year in advance, beginning with the fall semester. Specific questions will be selected from a bank of questions by the MPA director and MPA faculty.

Students will not be told specifically which domain will be covered, but they will still be given the study guide ahead of time.

The questions in Part B are designed to measure and assess learning objectives 1, 2, 3A, 4, and 5. Each question pertains to a single learning objective, but each learning objective is covered within an academic year.

Exam answers are graded by two faculty members. Student names are concealed. Possible grades are: fail, pass, and pass with distinction. For purposes of performance assessment, the grades pass and pass with distinction are collapsed into a single code, "pass." The grades assigned by the two faculty members to a specific student answer furnish the data to assess the overall performance of students with respect to a particular learning objective.

The comprehensive exam is given three times a year to varying numbers of students. Over a year-long period, approximately 25 students take the exam. All of them write will answer questions on a case study, learning objective three. Varying numbers will write answers on questions on Part B of the examination. Students write on two of four questions (their choice). Thus, in an average year, there will be 50 grades on the case study (2 graders x 25 answers) and 100 grades on Part B questions distributed across the other learning objectives (2 graders x 50 answers). Thus, annually, there will be about 25 grades with respect to learning objectives 1, 2, 3, 4 and 5.

The measure of performance for learning objective 3B, relating to the case study, is the percentage of answers that are graded either "pass" or "pass with distinction."

The measure of performance for learning objectives 1, 2, 3A, 4 and 5 is the percentage of answers with respect to Part B questions assessing that objective that are graded either "pass" or "pass with distinction." These performance measures are calculated annually and can be tracked over time.

To improve the reliability of grading for both Part A, the case study, and Part B, faculty grading answers use common rubrics, one for Part A, another for Part B. These rubrics have been uploaded to compliance-assist.

## **Results :**

### **Results from Campus Labs' "Baseline" Tool:**

### **Program Action Plan:**

### **Timeline for Action Plan Implementation:**

### **Reporting to Stakeholders:**

The results are inputted into Compliance Assist and posted on the department website. Results are also submitted to NASPAA accrediting body through the annual report process.

### **Additional Information (OPTIONAL):**

**Assessment: to communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large**

**Number:**

5

**Providing Department:**

Master of Public Administration

**Start:**

9/1/2020

**End:**

8/31/2021

**Assessment Method:**

*Comprehensive Exam.* The primary means by which the program assesses competence is the MPA Comprehensive Exam. Passing the MPA Competency Exam is a requirement for graduation for all students, and the material covers the core curriculum with the exception of PS 5630 (Statistics & Data Analysis in Political Science I) and PS 7375 (Professional Development Seminar). The exam consists of a five-hour, computer-based exam, and consists of a case study analysis and two questions to answer. More detail about the exam is available in the MPA Student Handbook.

Part A is specific to Domain#3B.

The questions in Part B will rotate among the other five domains or learning objectives. These will be planned out a year in advance, beginning with the fall semester. Specific questions will be selected from a bank of questions by the MPA director and MPA faculty.

Students will not be told specifically which domain will be covered, but they will still be given the study guide ahead of time.

The questions in Part B are designed to measure and assess learning objectives 1, 2, 3A, 4, and 5. Each question pertains to a single learning objective, but each learning objective is covered within an academic year.

Exam answers are graded by two faculty members. Student names are concealed. Possible grades are: fail, pass, and pass with distinction. For purposes of performance assessment, the grades pass and pass with distinction are collapsed into a single code, "pass." The grades

assigned by the two faculty members to a specific student answer furnish the data to assess the overall performance of students with respect to a particular learning objective.

The comprehensive exam is given three times a year to varying numbers of students. Over a year-long period, approximately 25 students take the exam. All of them will answer questions on a case study, learning objective three. Varying numbers will write answers on questions on Part B of the examination. Students write on two of four questions (their choice). Thus, in an average year, there will be 50 grades on the case study (2 graders x 25 answers) and 100 grades on Part B questions distributed across the other learning objectives (2 graders x 50 answers). Thus, annually, there will be about 25 grades with respect to learning objectives 1, 2, 3, 4 and 5.

The measure of performance for learning objective 3B, relating to the case study, is the percentage of answers that are graded either "pass" or "pass with distinction."

The measure of performance for learning objectives 1, 2, 3A, 4 and 5 is the percentage of answers with respect to Part B questions assessing that objective that are graded either "pass" or "pass with distinction." These performance measures are calculated annually and can be tracked over time.

To improve the reliability of grading for both Part A, the case study, and Part B, faculty grading answers use common rubrics, one for Part A, another for Part B. These rubrics have been uploaded to compliance-assist.

## **Results :**

### **Results from Campus Labs' "Baseline" Tool:**

### **Program Action Plan:**

### **Timeline for Action Plan Implementation:**

### **Reporting to Stakeholders:**

The results are inputted into Compliance Assist and posted on the department website. Results are also submitted to NASPAA accrediting body through the annual report process.

## **Additional Information (OPTIONAL):**

## **PhD in Political Science**



## **PhD in Political Science - Mission Statement**

**Start:**

9/1/2020

**End:**

8/31/2021

**Providing Department:**

PhD in Political Science

**Mission Statement:**

The Ph.D. program in political science prepares students with a strong intellectual interest in political science for careers in academia, government agencies, non-profit organizations and private sector research firms. The doctoral degree in political science indicates not only the achievement of superior knowledge of the major theoretical approaches, research findings and debates in the discipline, but also the ability to initiate, design and carry out independent research. We offer preparation in seven subfields of study: American government and politics, comparative politics, political theory, public administration, public policy, urban politics, and world politics. Our Ph.D. students specialize in one major and two minor fields.

## **PhD Political Science LO 1.0 Statistical analysis**

**Number:**

1.0

**Start:**

9/1/2020

**End:**

8/31/2021

**Providing Department:**

PhD in Political Science

**Learning Outcome Description:**

Students will learn principles of statistical inference, estimation, hypothesis-testing and statistical reasoning. They will learn to conduct and interpret linear and multivariate regression with statistical packages (SPSS or STATA).

## **PhD Political Science LO 2.0 Research Methods**

**Number:**

2.0

**Start:**

9/1/2020

**End:**

8/31/2021

**Providing Department:**

PhD in Political Science

**Learning Outcome Description:**

Students will demonstrate mastery of techniques for using quantitative and qualitative methods to test competing hypotheses about problems in politics.

## **PhD Political Science LO 3.1 Summarize theory and research**

**Number:**

3.1

**Start:**

9/1/2020

**End:**

8/31/2021

**Providing Department:**

PhD in Political Science

**Learning Outcome Description:**

Students will accurately summarize theory and research in their major field of specialization.

## **PhD in Political Science LO 3.2 Summarize Theory and Research: Minor fields**

**Number:**

3.2

**Start:**

9/1/2020

**End:**

8/31/2021

**Providing Department:**

PhD in Political Science

**Learning Outcome Description:**

Students will accurately summarize core works of theory and research in two minor fields of specialization.

**PhD in Political Science LO 4.0 Research Design**

**Number:**

4.0

**Start:**

9/1/2020

**End:**

8/31/2021

**Providing Department:**

PhD in Political Science

**Learning Outcome Description:**

Students will design and carry out independent research.

**PhD Political Science Curriculum Map**

**Providing Department:**

PhD in Political Science

**Start:**

9/1/2020

**End:**

8/31/2021

**Attach Curriculum Map Here:**

PhD Political Science Curriculum Map 2016

**PhD Political Science OA 1.1 Statistical Analysis**

**Number:**

1.1

**Providing Department:**

PhD in Political Science

**Start:**

9/1/2020

**End:**

8/31/2021

**Assessment Method:**

PS 5630 - passing with a grade of B or better.

**Results :**

**Results from Campus Labs' "Baseline" Tool:**

**Program Action Plan:**

**Timeline for Action Plan Implementation:**

**Reporting to Stakeholders:**

The results are inputted into Compliance Assist and posted on the department website.

**Additional Information (OPTIONAL):**

## **PhD Political Science OA 1.2 Statistical Analysis**

**Number:**

1.2

**Providing Department:**

PhD in Political Science

**Start:**

9/1/2020

**End:**

8/31/2021

**Assessment Method:**

PS 6640 Stats II - Pass with grade of B or better

**Results :**

**Results from Campus Labs' "Baseline" Tool:**

**Program Action Plan:**

**Timeline for Action Plan Implementation:**

**Reporting to Stakeholders:**

**Additional Information (OPTIONAL):**

## **PhD Political Science OA 2.1 Research Methods**

**Number:**

2.1

**Providing Department:**

PhD in Political Science

**Start:**

9/1/2020

**End:**

8/31/2021

**Assessment Method:**

2.1 PS 7660 - Grade of B or better on final research design paper.

**Results :****Results from Campus Labs' "Baseline" Tool:****Program Action Plan:****Timeline for Action Plan Implementation:****Reporting to Stakeholders:**

The results are inputted into Compliance Assist and posted on the department website.

**Additional Information (OPTIONAL):****PhD Political Science OA 3.1 Summarize theory and research****Number:**

3.1

**Providing Department:**

PhD in Political Science

**Start:**

9/1/2020

**End:**

8/31/2021

**Assessment Method:**

Students will pass major field comprehensive exam.

**Results :**

**Results from Campus Labs' "Baseline" Tool:**

**Program Action Plan:**

**Timeline for Action Plan Implementation:**

**Reporting to Stakeholders:**

**Additional Information (OPTIONAL):**

**PhD in Political Science OA 3.2 Summarize theory and research:  
minor fields**

**Number:**

3.2

**Providing Department:**

PhD in Political Science

**Start:**

9/1/2020

**End:**

8/31/2021

**Assessment Method:**

Students will pass minor field comprehensive exams.

**Results :**

**Results from Campus Labs' "Baseline" Tool:**

**Program Action Plan:**

**Timeline for Action Plan Implementation:**

**Reporting to Stakeholders:**

**Additional Information (OPTIONAL):**

## **PhD Political Science OA 4.1 Research Design Skill Development**

**Number:**

4.1

**Providing Department:**

PhD in Political Science

**Start:**

9/1/2020

**End:**

8/31/2021

**Assessment Method:**

Review of 7000-level seminars to see which assignments teach research design.

**Results :**

**Results from Campus Labs' "Baseline" Tool:**

**Program Action Plan:**

**Timeline for Action Plan Implementation:**

**Reporting to Stakeholders:**

**Additional Information (OPTIONAL):**

## **PhD in Political Science OA 4.2 Research Design**

**Number:**

4.2

**Providing Department:**



PhD in Political Science

**Start:**

9/1/2020

**End:**

8/31/2021

**Assessment Method:**

Review of dissertation prospectus process.

**Results :**

**Results from Campus Labs' "Baseline" Tool:**

**Program Action Plan:**

**Timeline for Action Plan Implementation:**

**Reporting to Stakeholders:**

Results will be posted on the program website and regularly shared with faculty at Departmental Meetings.

**Additional Information (OPTIONAL):**