

UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Academic Departments on Assessment Activities Reported in 2011 Annual Report
GRADUATE PROGRAMS

DEPARTMENT M. S. Public Administration **DATE** 4/12/2012

COMMITTEE MEMBER(S) CONDUCTING REVIEW Paul Drechsel and Roxanne Hurley

1. STUDENT LEARNING GOALS

- | | | | |
|---------------------------------------|--------------|--------------|-------------------------|
| • Were any goals referenced? | YES <u>X</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |
| • If so, were goals well articulated? | YES <u>X</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |
| • Do goals address student learning? | YES <u>X</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |

Comments:

The department identifies the same goals for its graduate program as those of the undergraduate program. We didn't find an Assessment Plan for the Graduate Program posted on the website. In the UG Assessment Plan it says that the graduate level has its own assessment plan separate from the undergraduate plan. We think it would be helpful for the graduate program to post their plan.

2. ASSESSMENT METHODS

- | | | | |
|--|---------------|--------------|--------------------------|
| Were any specific assessment methods referenced? | YES <u>X</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |
| • If so, were specifically chosen assessment methods appropriately aligned with individual goals? | YES <u> </u> | NO <u> </u> | QUALIFIED Y/N <u> X</u> |
| • Were both direct and indirect assessment methods used as components of a "multiple measures" approach? | YES <u> </u> | NO <u> </u> | QUALIFIED Y/N <u> X</u> |

Comments:

The Department requires all graduate students to complete an independent study and to pass comprehensive exams. It is not clear how they plan to measure whether graduate students have met the desired learning outcomes. The exit questionnaire is considered be an indirect measure.

3. ASSESSMENT RESULTS

- | | | | |
|--|---------------|--------------|--------------------------|
| Were any assessment results reported? | YES <u>X</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |
| • If so, were the results clear in terms of how they specifically affirm achievement of goals? | YES <u> </u> | NO <u> </u> | QUALIFIED Y/N <u> X</u> |
| • If so, were the results clear in terms of how they indicate need for improvement? | YES <u>X</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |
| • Were the results tied to goals for student learning? | YES <u> </u> | NO <u> </u> | QUALIFIED Y/N <u> X</u> |

Comments:

In the reporting period, 14 students took the comprehensive examinations. Four did not pass one or more sections, three later passed; one has yet to try again. It would be helpful to link comprehensive exam section scores to learning goals.

4. CLOSING THE LOOP

- | | | | |
|---|--------------|--------------|-------------------------|
| Were any actions taken on the basis of assessment results reported? | YES <u>X</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |
|---|--------------|--------------|-------------------------|

- If so, do curricular or other improvements/ changes arising from assessment results directly address goals for student learning? YES_____ NO_____ QUALIFIED Y/N _X_

Comments: The Department requires each student who completes the MPA to complete an exit questionnaire about the program. The MPA Advisory board meets yearly to discuss the results and consider any changes to the program. Major curriculum changes in the MPA program have been postponed until the effects of increased enrollments can be assessed.

SUMMARY

Strengths

- _____ A specific plan for assessment is in place.
- _____ Student learning goals are well-articulated.
- _____ Assessment methods are clearly described.
- _____ Assessment methods are appropriately selected.
- _____ Assessment methods are well-implemented.
- _____ Direct and indirect methods are implemented.
- _____ Results are reported.
- _____ Results are tied to closing the loop.
(Decision-making is tied to evidence.)

Areas for Improvement

- _X_ No specific plan for assessment is in place.
- _____ Student learning goals are not well-articulated.
- _____ Assessment methods are not clearly described.
- _____ Assessment methods are not appropriately selected.
- _____ Assessment methods are not well-implemented.
- _____ A single type of assessment methods predominates.
- _____ No results are reported.
- _____ Results are not clearly tied to closing the loop.
(Decision-making is not directly tied to evidence.)

OVERALL SUMMARY AND RECOMMENDATIONS:

We recommend that the graduate program develops their own Assessment Plan to more clearly articulate the student learning goals at the graduate level.

MATERIALS REVIEWED

- | | |
|---|---------------------------------|
| _X_ Annual report | _X_ Assessment plan (as posted) |
| _____ Appendices (cited in annual report) | _X_ Previous assessment review |
| _____ Other (please describe) | |

Reviewer(s):	Name	<u>Roxanne Hurley</u>	<u>Paul Drechsel</u>
	Department	<u>Nursing</u>	<u>Aerospace</u>
	Phone Number	<u>7-4525</u>	<u>7-4923</u>
	e-mail	<u>Roxanne.hurley@email.und.edu</u>	<u>drechsel@aero.und.edu</u>

Section 1: Y Section 2: ? Section 3: ? Section 4: ?

Coding Key:

- Y = yes, this is done appropriately and well
- N = no, this is not done at all, or it is not done in relationship to student learning
- NA = no information available
- ? = action or progress is apparent; however, evidence is lacking that this is completely and appropriately done