

**Assessment Plan****Wayne State University****Academic Programs****College of Liberal Arts and Sciences****Political Science****Bachelor of Public Affairs** **Mission Statement -- BPA****End:** 8/31/2018**Start:** 9/1/2017**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.

 **1: Research****Start:** 9/1/2017**End:** 8/31/2018**Learning Outcome Description**

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

**Providing Department:** Bachelor of Public Affairs **2: Appreciation of Multiple Perspectives****Start:** 9/1/2017**End:** 8/31/2018**Learning Outcome Description**

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

**Providing Department:** Bachelor of Public Affairs

 **3: Critical Judgment****Start:** 9/1/2017**End:** 8/31/2018**Learning Outcome Description**

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

**Providing Department:** Bachelor of Public Affairs **4: Expression****Start:** 9/1/2017**End:** 8/31/2018**Learning Outcome Description**

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

**Providing Department:** Bachelor of Public Affairs **BPA Major Map****Start:** 9/1/2017**End:** 8/31/2018**Attach Curriculum Map Here** BPA Curriculum Map BPA Major Map **1.1: Assessment: Research****Providing Department:** Bachelor of Public Affairs**Start:** 9/1/2017**End:** 8/31/2018**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

4.0

### Results from Surveys Delivered through Baseline

#### 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) 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 2020

- 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 2017-2018 assessment period).

#### Reporting to Stakeholders

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

#### Additional Information



### 1.2: Assessment: Research

**Providing Department:** Bachelor of Public Affairs

**Start:** 9/1/2017

**End:** 8/31/2018

#### 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

3.0

## Results from Surveys Delivered through Baseline

### 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) 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 2020

- 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 (40% of students scored below a 2.5 on the 1.2 assessment outcome in the 2017-2018 assessment period).

### Reporting to Stakeholders

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

### Additional Information



## 2.1: Assessment: Appreciation of Multiple Perspectives

**Providing Department:** Bachelor of Public Affairs

**Start:** 9/1/2017

**End:** 8/31/2018

### 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

2.4

### Results from Surveys Delivered through Baseline

#### 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) Direct faculty attention to the following problems: The paper does not include multiple perspectives on the topics discussed.
- 3) 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 2020

- 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 (60% of students scored below a 2.5 on the 2.1 assessment outcome in the 2017-2018 assessment period).

#### Reporting to Stakeholders

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

#### Additional Information



## 2.2: Assessment: Appreciation of Multiple Perspectives

**Providing Department:** Bachelor of Public Affairs

**Start:** 9/1/2017

**End:** 8/31/2018

#### 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

2.3

### Results from Surveys Delivered through Baseline

#### 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) Direct faculty attention to the following problems: The paper does not include multiple perspectives on the topics discussed.
- 3) 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 2020

- 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 (60% of students scored below a 2.5 on the 2.2 assessment outcome in the 2017-2018 assessment period).

#### Reporting to Stakeholders

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

#### Additional Information



### 3.1: Assessment: Critical Judgement

**Providing Department:** Bachelor of Public Affairs

**Start:** 9/1/2017

**End:** 8/31/2018

#### 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**

3.4

### **Results from Surveys Delivered through Baseline**

#### **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) 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 2020

- 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 2017-2018 assessment period).

#### **Reporting to Stakeholders**

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

#### **Additional Information**



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

**Providing Department:** Bachelor of Public Affairs

**Start:** 9/1/2017

**End:** 8/31/2018

#### **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**

2.2

### **Results from Surveys Delivered through Baseline**

#### **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) Direct faculty attention to the following problems: Difficulty in confronting and convincingly rebutting contrary positions.
- 3) 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 2020

- 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 2016-2017 assessment period).

#### **Reporting to Stakeholders**

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

#### **Additional Information**





#### **4.1: Assessment: Expression**

**Providing Department:** Bachelor of Public Affairs

**Start:** 9/1/2017

**End:** 8/31/2018

##### **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**

3.5

##### **Results from Surveys Delivered through Baseline**

##### **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) 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 2020

- 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 outcome (30% of students scored below a 2.5 on the 4.1 assessment outcome in the 2017-2018 assessment period).

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

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

##### **Additional Information**



## 4.2: Assessment: Expression

**Providing Department:** Bachelor of Public Affairs

**Start:** 9/1/2017

**End:** 8/31/2018

### 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

3.3

### Results from Surveys Delivered through Baseline

#### 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) 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 2020

- 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 (40% of students scored below a 2.5 on the 4.2 assessment outcome in the 2017-2018 assessment period).

#### Reporting to Stakeholders

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

#### Additional Information

