

**INDIANA UNIVERSITY KOKOMO
School of Public and Environmental Affairs (SPEA)**

**2007-2008 Student Learning Outcome Report
For MPM, Public Affairs (BSPA) and Criminal Justice (BSCJ)
Programs**

(Review of all SPEA Degree Programs Edition)

Master of Public Management (MPM) Program

The mission of the School of Public and Environmental Affairs (SPEA) is to deliver excellent undergraduate and graduate programs in public management and criminal justice as well as prepare students for successful career and responsible leadership in the public and nonprofit sectors. SPEA's programs and faculty are committed to preparing students to function as effective and contributing members of the society and professional public leadership in North Central Indiana region, the state, the nation and internationally.

Evidence of the Students' Learning Outcomes

In 2007-2008, the assessment of Master of Public Management (MPM) degree programs students learning was conducted by the faculty of the School of Public and Environmental Affairs (SPEA) using synthesis of knowledge, skills or disposition that reflect learning obtained from a clearly identified cluster of courses or across the entire public affairs curriculum. Assessment methods included multiple measures of performance which were either qualitative or quantitative or both.

Outcome Goals: Critical Thinking – *Students will be able to develop the ability to analyze data, use statistical and research methods to think critically and make decisions on multiple administrative issues.*

Benchmarks: Eighty percent of the MPM students will be able to think critically and demonstrating the ability to utilize social research skills to design, conduct, and report basic but credible evaluation, comprehend, analyze and evaluate public, nonprofit management, and leadership issues.

Assessment Method: Projects papers were evaluated in V506 Statistics Analysis for Effective Decision Making, V560 Public Budget and Finance, and V562 Program Evaluation by Dr. Dibie and Dr. Besel. MPM student project papers in V506 and V562 were evaluated. The content of the student papers were assessed to determine how they were able to: (a) Demonstrate the ability to utilize social research skills to design, conduct, and report a basic but credible program evaluation; (b) Demonstrate the ability to conceptualize, and design simple research and disseminate its results before colleagues; (c) Demonstrate the ability to solve basic and real world problems, using contemporary theoretical models and research findings learning and or developed; (d) Draw valid conclusion from quantitative analysis; (e). Analyze information and ideas and utilize findings to make competent public leadership and budget judgments and appropriate professional decisions.

In the V506 Statistics Analysis class students (12 students total) were required to use statistical tests to understand issues and problems in public and nonprofit organizations. Their ability to use, interpret statistical tests, and think critically was measured through a mid-term examination and a final research project. The aggregated pre-test score indicated that seventy-six percent of the students had highly satisfactory grade while twenty-four percent had satisfactory grade.

In V560 Public Budget and Finance, and V562 Program Evaluation fifteen students' project papers were randomly selected and evaluated on the basis of the rubric listed above. Ninety percent of the students' papers were rated as highly satisfactory. Nine percent of the MPM students' papers were rated as satisfactory. Only one percent received a low satisfactory grade because they did not meet the standard describe in the five rubrics above.

The assessment result indicates that the MPM degree program is effective in helping students to learn how to think critically. Overall, the MPM students' performance exceeded the set benchmark of eighty percent.

Public Affairs (BSPA) Program

SPEA engage the methodologies, techniques, and technologies that prepare students to think creatively and critically about past, current and evolving social and global complexities in the public and nonprofit sectors. This engagement transforms lives: preparing students for personal and professional success, and contributing to the betterment of the larger community. SPEA is also committed to fostering the pursuit of intellectual and cultural diversity while educating its students within a tradition of academic excellence. In 2007-2008, the assessment of public affairs (BSPA) degree programs students learning was conducted by the faculty of the School of Public and Environmental Affairs

Outcome Goals: Critical Thinking – *Students will be able to develop the ability to analyze data, use statistical and research methods to think critically and make decisions on multiple administrative issues.*

Benchmarks: Seventy percent of the students will be able to demonstrate the ability to think critical at the end of the semester.

Assessment Method: Projects papers were evaluated in V264 Urban Structure and Policy by Dr. Besel. Dr. Dibie also evaluated student research paper in V170; and E272 Introduction to Environmental Studies. The content of the student papers were assessed to determine how they were able to: (a) Demonstrate the ability to utilize social research skills to design, conduct, and report a basic but credible program evaluation; (b) Demonstrate the ability to conceptualize, and design simple research and disseminate its results before colleagues; (c) Demonstrate the ability to solve basic and real world problems, using contemporary theoretical models and research findings learning and or developed; (d) Draw valid conclusion from quantitative analysis; (e). Analyze information and ideas and utilize findings to make competent public leadership and budget judgments and appropriate professional decisions.

In V264 Urban structure and Policy, 11 students' project papers were evaluated based on the five rubrics listed above. Eighty-one percent of the students demonstrated through their oral presentations and the assessed papers the ability to think critically. Thus, eighty-one percent had a satisfactory grade while eighteen percent of the students in the class had unsatisfactory grade.

In the V272 Introduction to Environmental Studies course, the ability of students to think critically and the mastery of the analysis of data were measured through pre and post tests administered at the middle and end of the semester respectively. The aggregated satisfactory score for the pretests was seventy-five percent, while twenty-five percent had unsatisfactory

grade. The aggregated satisfactory post-test score was ninety percent, while ten percent had unsatisfactory grade.

The assessment result indicates that the Bachelor of Science in Public Affairs (BSPA) program is effective in helping students to learn how to think critically. The BSPA students' performance exceeded the set benchmark of seventy percent. The SPEA faculty would, however, like to see some students in the program performing at the highly satisfactory level.

Criminal Justice Degree (BSCJ) Program

The Bachelor of Criminal Justice (BSCJ) and Associate of Criminal Justice (ASCJ) programs seek to promote academic excellence by encouraging qualified students to take advantage of opportunities to engage in independent study, research projects, and internships. The criminal justice program also helps students to prepare for careers and post-graduate degree studies. In 2007-2008, the assessment of criminal justice (BSCJ) degree programs students learning was conducted by the faculty of the SPEA division.

Outcome Goals: Critical Thinking – *Students will be able to develop the ability to analyze data, use statistical and research methods to think critically and make decisions on multiple criminal justice issues.*

Benchmarks: Seventy percent of the students will be able to demonstrate the ability to think critical at the end of the semester.

Assessment Method: Students written work were assessed by Dr. Hough and Mr. DiNardo and Dr. Brown to determine their ability to think critically in the following subject areas; J202 Criminal Justice Data Methods; J301 Substantive Criminal Justice; J321 American Policing; and J331 Corrections.

Twenty-two students' papers were randomly selected and assessed to determine the critical thinking learning outcomes. The papers were evaluated on the basis of determining how they were able to: (a) Demonstrate the ability to utilize social research skills to design, conduct, and report a basic but credible program evaluation; (b) Demonstrate the ability to conceptualize, and design simple research and disseminate its results before colleagues; (c) Demonstrate the ability to solve basic and real world problems, using contemporary theoretical models and research findings learning and or developed; (d) Draw valid conclusion from quantitative analysis; (e). Analyze information and ideas and utilize findings to make competent public leadership and budget judgments and appropriate professional decisions.

A "highly satisfactory" grade for the paper assignments was applied to those submissions that demonstrate thorough mastery of the written sources, sound sentence structure and paragraphing, lack of factual errors of any kind, and insight into the problem presented. A "satisfactory" grade was giving to submissions that reveal some combination of the following: a firm grasps of the written source, adequate, though not necessarily first-rate, sentence structure and paragraphing, minimal factual errors, and proper awareness of the problem presented. An "average" grade was giving to submissions characterized by one or more significant problems relating to such things as: factual accuracy, spelling or sentence structure, use of bibliographical sources.

Seventy-five percent of the student's paper received a highly satisfactory grade. Five percent received satisfactory grade, while twenty percent of the students received a below satisfactory grade.

The assessment result indicates that the BSCJ program has been very effective in helping students to learn how to think critically. However, the faculty may have to do more work to help students who are deficient in mathematics to improve their knowledge of the subject. Generally seventy to eighty-five percent of the students in the BSCJ program are able to take advantage of the skills they have learned to improve their ability to think critically.

Using Assessment Results to Improve SPEA Program

SPEA faculty have been engaged in multiple meetings to share and interpret the MPM, BSCJ, and BSPA student learning assessment data. We anticipate making significant program and curriculum changes at the end of each school year. Data sources for program improvement include: (1) students-academic advisor interactions; (2) semester course evaluations; (3) regular program faculty meetings; (4) student representation at program meetings; (5) SPEA faculty review and analysis of students performance data; and (6) student exit interview.

In 2009 The SPEA division will add a course on Social Entrepreneurship and Nonprofit Management. This course was developed as a direct result of our program assessment as students concerned that they would like to see more entrepreneurship issues incorporated into the SPEA program curriculum. As from 2009, SPEA faculty will be encouraged to integrate multicultural perspectives in most of their courses.

To this end, MPM, BSPA and BSCJ faculty will continue to interact with practicing professionals to meet constituent needs for information and education. Overall, the SPEA faculty will continue to use students' learning outcome data to improve its curriculum and instruction.

Dissemination of Results

SPEA faculty and Dean in an annual meeting will review the assessment data and information. At this meeting SPEA faculty will interact and discuss issues and concerns. They will also make suggestions and recommendations. In addition, the faculty and dean will deal with this and other sources of information in their regular meeting to make program changes and improvements. Data will be compiled by the SPEA Dean on an annual basis and a report produced for faculty examination and input. The examination of data will be used by faculty to adopt new instrument in the following year to assess student performance in core classes and in the capstone courses. A copy of the report was sent to the Director of the Center for Teaching, Learning, and Assessment as well as the Vice Chancellor for Academic Affairs. It was also share with students in the SPEA program during a focus group meeting. The report will also be placed on the SPEA website annually. The report will be shared with the SPEA Advisory Board members as well.

Assessment Activity Planed for the 2009-2010 Year

This public affairs students learning outcome report cover activities in the 2009-2010 calendar year. The BSPA, BSCJ and MPM faculty will be committed to measuring all the learning goals

each year. In the future, SPEA plan to conduct an alumni survey. The alumni survey will consist of a written, mailed survey administered by the program to solicit feedback from recent graduates on the quality of their education while in SPEA at IU Kokomo. This alumni survey will be administered every five years to ensure reasonable coverage and to avoid saturating alumni with more frequent surveys.

In 2009, the goals of understanding leadership values and ethics in public and nonprofit organizations will be assessed. In the following year the goal of integration and application of knowledge will be evaluated. In crafting SPEA specific outcomes, and objects of assessment we found that some of our original plans, from the standpoint of practical implementation, need to be modified.