

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2014 - 2015

Public Administration MPA

Goal	Written Comprehensive Exams 🔑 Students will gain knowledge and skills that are associated with advanced degrees in public administration.
Objective (L)	Written Comprehensive Exams 🔑 Students must demonstrate competency in the some of the core areas of public administration including financial management, research methods, and ethics.
Indicator	Successful Completion Of Written Comprehensive Exams 🔑 We utilize written comprehensive exams as a tool for measuring students' knowledge and skills. Prior to graduation students complete three written comprehensive exams in areas relevant to their coursework. Exam questions are written by faculty with expertise in the students' areas of study and the questions are based on the comprehensive exam reading lists and the content of the overview courses (see department level goal of revise written comprehensive exam process for more information on the reading lists and overview courses). Students' exams are graded by at least two faculty members (more when possible) who have expertise in the areas of study pursued by students. Exams are assigned one of the following scores: high pass, pass, and no pass. If the two faculty members issue conflicting scores (e.g., pass and no pass), a third faculty member will be asked to score the exams and issue a final ruling.
Criterion	Written Comprehensive Exams 🔑 We expect that at least 80% of our students will pass their exams on the first attempt and that 100% of the students who have to take the exam a second time will pass.
Finding	Exam Results 🔑 Eight students took the comprehensive exams and all received passes on their first attempt. Although the results were acceptable, MPA faculty were concerned with the lack of high passes.
Action	Comprehensive Exams 🔑 The MPA director along with MPA faculty members will engage in program evaluation this coming year. Special emphasis will be placed on student learning outcomes for courses in the degree plan and the content of comprehensive exams.

Previous Cycle's "Plan for Continuous Improvement"

Goal 1: Expand Assessment of Student Learning and Department Performance:

(1) Develop and administer entrance and exit surveys that are designed to provided informabout student learning and economic impact of the degree programs. Possible survey questions might include: How has the program contributed to your knowledge of the field? Do

you believe the program improved your ability to perform your professional duties? Did the program contribute to your ability to obtain a promotion, salary increase, etc.?

Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.

The goals for the previous year were kept to a minimum as the program was undergoing a change in MPA directorship position and new MPA faculty were being hired. The goal of assessing student through the use of written comprehensive exams was completed.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2014 - 2015 Cycle Findings.

The following action will be taken:

1. Incoming students will be required to submit a professional statement that gives the MPA director insight into students' skills prior to entering the program. Upon graduation students will be asked to complete a survey which will include a set of self-assessment questions designed to capture students' opinion of how the program improved their skills.
2. The MPA director and faculty will complete an internal assessment of the MPA program. Part of the assessment will focus on student learning objectives in the context of specific courses, the concentration, and the overall degree plan.

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