

**Assurance of Student Learning Reflection
2024-2025**

<i>PCAL</i>	<i>Political Science</i>
<i>Local Government Administration (1745)</i>	
<i>Joel Turner</i>	
Is this an online program? ☒ Yes ☐ No	Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here ☒ Yes, they match! (If they don't match, explain on this page under Evaluation)

Instructions: For the 2024-25 assessment, we are asking you to reflect on the last three-year cycle rather than collect data. It's important to take time to look over the results from the last assessment cycle and really focus on a data-informed direction going forward. In collaboration with your assessment team and program faculty, review each submitted template from 2021-2024 and consider the following for each Program Learning Outcome, add your narrative to the template, and submit the draft to your **ASL Rep** by **May 15, 2025**.

Program Student Learning Outcome 1

Program Student Learning Outcome	Identify and evaluate what should be considered best practices for local government administration
Evaluation	The SLO is still relevant and is measurable.
Measurement Instruments	The LGA certificate is a newer program with a limited number of students completing the program and does not offer a significant history of assessment for meaningful review. Changes to the LGA certificate were made during AY25. This has led to a change in what and how artifacts will be collected for the ASL process. The program coordinator will work with the instructor of the four courses (PS 526 or 512 and PS 562 or 554) that comprise the core of the certificate to identify appropriate artifacts for review by the assessment committee in the years that the courses are taught.
Criteria & Targets	As each of the new courses are taught, there will be an identification of criteria and targets developed for the artifacts being used for each course. This will happen in the Fall when certificate faculty meet. The rubric used will be consistent across all SLOs to make it easier for comparison. From a practical standpoint, the ASL process will assess student learning for all students taking the courses rather than just those who are pursuing the certificate.
Results & Conclusion	The certificate is newer with a limited record of assessment. Changes to the program were made as a result of course level evaluations and practical needs of the program (as well as changes to the MPA program). The changes to the ASL process should establish a more robust assessment process and provide more effective feedback on student learning. AY 26 will represent the first year incorporating significant changes to the ASL process.

<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	The changes to the ASL process should establish a more robust assessment process and provide more effective feedback on student learning. AY 26 will represent the first year, incorporating significant changes to the ASL process. Two major areas will be the focus of the ASL process. First, is to measure the effectiveness of a switch to more biterm (rather than semester length) courses. Second, the ASL process over starting in AY26 will help inform future changes in modality. The program has largely been taught synchronously but we are exploring a transition to an asynchronous format. The MPA/LGA committee will meet in the Fall to finalize an updated assessment process.
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Program Student Learning Outcome 2	
Program Student Learning Outcome	Describe specific challenges facing local government administrators within the context of the twenty-first century and discuss ways to effectively mitigate them.
Evaluation	The SLO is still relevant but should be split into two separate SLOs. This will be done during Fall of 25.
Measurement Instruments	The LGA certificate is a newer program with a limited number of students completing the program and does not offer a significant history of assessment for meaningful review. Changes to the LGA certificate were made during AY25. This has led to a change in what and how artifacts will be collected for the ASL process. The program coordinator will work with the instructor of the four courses (PS 526 or 512 and PS 562 or 554) that comprise the core of the certificate to identify appropriate artifacts for review by the assessment committee in the years that the courses are taught.
Criteria & Targets	As each of the new courses are taught, there will be an identification of criteria and targets developed for the artifacts being used for each course. This will happen in the Fall when certificate faculty meet. The rubric used will be consistent across all SLOs to make it easier for comparison. From a practical standpoint, the ASL process will assess student learning for all students taking the courses rather than just those who are pursuing the certificate.
Results & Conclusion	The certificate is newer with a limited record of assessment. Changes to the program were made as a result of course level evaluations and practical needs of the program (as well as changes to the MPA program). The changes to the ASL process should establish a more robust assessment process and provide more effective feedback on student learning. AY 26 will represent the first year incorporating significant changes to the ASL process.
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Program Student Learning Outcome 3	
Program Student Learning Outcome	Demonstrate sufficient knowledge and skills necessary for effective decision making in local government management
Evaluation	The SLO is still relevant and is measurable.
Measurement Instruments	The LGA certificate is a newer program with a limited number of students completing the program and does not offer a significant history of assessment for meaningful review. Changes to the LGA certificate were made during AY25. This has led to a change in what and how artifacts will be collected for the ASL process. The program coordinator will work with the instructor of the four courses (PS 526 or 512 and PS 562 or 554) that comprise the core of the certificate to identify appropriate artifacts for review by the assessment committee in the years that the courses are taught.
Criteria & Targets	As each of the new courses are taught, there will be an identification of criteria and targets developed for the artifacts being used for each course. This will happen in the Fall when certificate faculty meet. The rubric used will be consistent across all SLOs to make it easier for comparison. From a practical standpoint, the ASL process will assess student learning for all students taking the courses rather than just those who are pursuing the certificate.
Results & Conclusion	The certificate is newer with a limited record of assessment. Changes to the program were made as a result of course level evaluations and practical needs of the program (as well as changes to the MPA program). The changes to the ASL process should establish a more robust assessment process and provide more effective feedback on student learning. AY 26 will represent the first year incorporating significant changes to the ASL process.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	The changes to the ASL process should establish a more robust assessment process and provide more effective feedback on student learning. AY 26 will represent the first year incorporating significant changes to the ASL process. Two major areas will be the focus of the ASL process. First, is to measure the effectiveness of a switch to more biterm (rather than semester length) courses. Second, the ASL process over starting in AY26 will help inform future changes in modality. The program has largely been taught synchronously but we are exploring a transition to an asynchronous format. The MPA/LGA committee will meet in the Fall to finalize an updated assessment process.