

# Dedman SS Public Policy BA

2018-2019

Completed

1 GOALS 5 OUTCOMES 6 MEASURES 6 TARGETS 6 FINDINGS 12 ATTACHMENTS

## Mission

The Departments of Economics and Political Science support the missions of the University and Dedman College by offering students the opportunity to engage in cross-disciplinary studies in Economics and Political Science with a special emphasis on the analysis of public policy. Graduates receiving the B.A. in Public Policy at SMU will demonstrate knowledge of economic and political institutions, demonstrate written communication skills, and be able to evaluate conflicting arguments and make reasoned conclusions.

Outcomes/Objectives	Measure	Target	Findings
<p>1 GOAL Meet Outcomes</p>			
<p>Outcome has action plan</p> <p>1.1 Knowledge of economic institutions, methodology, and policy Students will be able to demonstrate knowledge of economic institutions, methodology, and policy. Supported Initiatives (5)</p>	<p>1.1.1 Mastery of basic economics concepts  Students should be able to demonstrate mastery of basic concepts in economics.</p>	<p>1.1.1.1 Partially Met 60 percent mastery of basic concepts  Score of 60 percent or better on core exam administered by SMU Economics department in ECO 3301 (Price Theory)</p>	<p>A core exam administered by the SMU Economics department in ECO 3301 (Price Theory) -- a required core course for the Public Policy curriculum -- is designed to measure mastery of basic economics concepts. The average score on the Fall 2018 ECO 3301 core exam was 61% (n=161), with 67% (n=108) of students scoring 60% or better. However, the</p>

Outcomes/Objectives	Measure	Target	Findings
<p><b>STANDARDS</b></p> <ul style="list-style-type: none"> <li>● 3.3 Institutional Effectiveness</li> <li>● 3.3.1.1 educational programs, to include student learning outcomes</li> </ul> <p><b>STRATEGIC INITIATIVES</b></p> <ul style="list-style-type: none"> <li>● Enhance teaching and learning through innovative curricula, pedagogies, programs, and methodologies that lead to creative thinking and innovative problem solving and are informed by research, along with utilization of advanced technologies.</li> <li>● Enhance the University’s ability to recruit, retain, and graduate academically and creatively gifted undergraduate and graduate students from diverse backgrounds.</li> <li>● Encourage widespread development of campus-wide interdisciplinary research projects and programs for graduate and undergraduate students and faculty.</li> </ul> <p><b>ACTION PLAN</b> <span style="background-color: #ADD8E6; padding: 2px 5px;">Planned</span></p> <p>The Economics department has noted a new testing instrument</p>			<p>average score on the Spring 2019 ECO 3301 core exam fell slightly short of the target, at 57% (n=130), with 59% (n=77) of students scoring 60% or better.</p> <p><b>PLANS FOR IMPROVEMENT (WHAT WILL BE DONE NEXT? HOW WILL THE DATA BE USED? HOW DOES THE FINDINGS DIFFER FROM PRIOR YEARS?)</b></p> <p>The scores are lower this cycle than they have been in the past. This may relate to a new testing instrument used by the Economics department. We will continue to measure this outcome but also reflect on ways we could measure this outcome in the future.</p>

Outcomes/Objectives	Measure	Target	Findings
<p>used for their core exam in ECO 3301 (the data from which is used in our measure 1.1.1) in 2018-2019. We will check in with the Economics department during the 2019-2020 assessment cycle regarding the continued use of this instrument.</p> <p>DUE 1/1/2020</p>			
1.2	1.2.1	1.2.1.1 <span style="background-color: #92d050; padding: 2px;">Met</span>	The SMU Political Science

Outcomes/Objectives	Measure	Target	Findings
<p>Knowledge of political institutions, methodology, and policy</p> <p>Students will be able to demonstrate knowledge of political institutions, methodology, and policy.</p> <p><b>Supported Initiatives (5)</b></p> <p><b>STANDARDS</b></p> <ul style="list-style-type: none"> <li>● 3.3 Institutional Effectiveness</li> <li>● 3.3.1.1 educational programs, to include student learning outcomes</li> </ul> <p><b>STRATEGIC INITIATIVES</b></p> <ul style="list-style-type: none"> <li>● Enhance the University’s ability to recruit, retain, and graduate academically and creatively gifted undergraduate and graduate students from diverse backgrounds.</li> <li>● Enhance teaching and learning through innovative curricula, pedagogies, programs, and methodologies that lead to creative thinking and innovative problem solving and are informed by research, along with utilization of advanced technologies.</li> <li>● Encourage widespread development of campus-wide</li> </ul>	<p>Mastery of basic political science concepts in American politics and political theory</p> <p>Students should be able to demonstrate mastery of basic concepts in political science, specifically in the subfields of American politics and political theory.</p>	<p>60 percent mastery of basic concepts</p> <p>Score of 60 percent or better on subject exam administered by SMU Political Science department in American politics and political theory courses</p>	<p>department administered a subject exam covering basic concepts in American politics and political theory, designed to measure mastery of basic concepts in those fields. The exam was administered to political science classes in the relevant subject areas in Spring 2019. The average score of Public Policy majors on the exam was 83.6% (n=25). 100% (n=25) of Public Policy majors who took the exam scored a 60% or better.</p> <p><b>PLANS FOR IMPROVEMENT (WHAT WILL BE DONE NEXT? HOW WILL THE DATA BE USED? HOW DOES THE FINDINGS DIFFER FROM PRIOR YEARS?)</b></p> <p>We have met the achievement target set for this outcome.</p> <p>To further expand our understanding of the mastery of political science topics by our students, this year we collected data from the subject exam on American politics and political theory (as we have done for quite a few years) and also added a second measure to collect data from the</p>

Outcomes/Objectives	Measure	Target	Findings
interdisciplinary research projects and programs for graduate and undergraduate students and faculty.			subject exam on comparative politics and international relations (additional subfields in political science). Those findings are addressed in 1.2.2 and 1.2.2.1.
	<p data-bbox="596 451 657 483">1.2.2</p> <p data-bbox="596 505 999 618">Mastery of basic political science concepts in comparative politics and international relations</p> <p data-bbox="596 662 957 906">Students should be able to demonstrate mastery of basic concepts in political science, specifically in the subfields of comparative politics and international relations.</p>	<p data-bbox="1066 451 1136 483">1.2.2.1</p> <p data-bbox="1157 443 1339 483">Met</p> <p data-bbox="1066 505 1409 578">60 percent mastery of basic concepts</p> <p data-bbox="1066 602 1493 805">Score of 60 percent or better on subject exam administered by SMU Political Science department in comparative politics and international relations courses</p>	<p data-bbox="1537 451 1965 1084">The SMU Political Science department administered a subject exam covering basic concepts in comparative politics and international relations, designed to measure mastery of basic concepts in those fields. The exam was administered to political science classes in the relevant subject areas in Spring 2019. The average score of Public Policy majors on the exam was 65.9% (n=28). 71.4% (n=20) of Public Policy majors who took the exam scored a 60% or better.</p> <p data-bbox="1537 1114 1948 1312"><b>PLANS FOR IMPROVEMENT (WHAT WILL BE DONE NEXT? HOW WILL THE DATA BE USED? HOW DOES THE FINDINGS DIFFER FROM PRIOR YEARS?)</b></p> <p data-bbox="1537 1357 1965 1511">This is the first year we have collected data for this measure. We have met our target, which is gratifying. However, the scores are</p>

Outcomes/Objectives	Measure	Target	Findings
			<p>lower than for the subject exam in the political science subfields of American politics and political theory (see 1.2.1 and 1.2.1.1). While it will be important to have a few years' worth of scores for a complete review, we will take this information into account when examining curriculum development for the major.</p>
1.3	1.3.1	1.3.1.1 <span style="background-color: #92d050; padding: 2px;">Met</span>	A scoring rubric was used to assess

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<p>Development of written communication skills</p> <p>Students will be able to demonstrate written communication skills necessary to articulate reasoned conclusions arising from the evaluation of conflicting arguments.</p> <p><b>Supported Initiatives (5)</b></p> <p><b>STANDARDS</b></p> <ul style="list-style-type: none"> <li>● 3.3 Institutional Effectiveness</li> <li>● 3.3.1.1 educational programs, to include student learning outcomes</li> </ul> <p><b>STRATEGIC INITIATIVES</b></p> <ul style="list-style-type: none"> <li>● Enhance the University’s ability to recruit, retain, and graduate academically and creatively gifted undergraduate and graduate students from diverse backgrounds.</li> <li>● Enhance teaching and learning through innovative curricula, pedagogies, programs, and methodologies that lead to creative thinking and innovative problem solving and are informed by research, along with utilization of advanced</li> </ul>	<p>Written assignment (rubric scores of written communication skills) from Public Policy course</p> <p>Student written assignments in Public Policy courses will reflect appropriate written communication skills.</p>	<p>Demonstration of 60 percent mastery of appropriate written communication skills</p> <p>Rubric score of 3 or better on policy analysis assignment in PLSC 3320 (a core course in public policy curriculum)</p>	<p>student written assignments on a policy analysis assignment from PLSC 3320: Principles of Public Policy, Fall 2018. Assignments were assessed on student demonstration of fundamental written skills (focusing on writing style and mechanics) as well as on presentation (including organization and cohesion). A score of 3 or better on the 5-point rubric was defined as meeting the target of 60% mastery. 96.4% of students (27 of 28) received a 3 or better on this measure.</p> <p><b>PLANS FOR IMPROVEMENT (WHAT WILL BE DONE NEXT? HOW WILL THE DATA BE USED? HOW DOES THE FINDINGS DIFFER FROM PRIOR YEARS?)</b></p> <p>This is a very positive achievement. There is a commitment to focus on writing skills not just in this course but in political science courses generally, which represent a major component of the public policy curriculum. In this course, there are several writing assignments, and students benefit from feedback</p>

Outcomes/Objectives	Measure	Target	Findings
<p>technologies.</p> <ul style="list-style-type: none"> <li>Encourage widespread development of campus-wide interdisciplinary research projects and programs for graduate and undergraduate students and faculty.</li> </ul>			<p>received on their earlier work in preparing the policy analysis assignment scored in this assessment. We will continue to examine the evaluation of written communication skills going forward in planning future assessments.</p>
1.4	1.4.1	1.4.1.1 <span style="background-color: #92d050; padding: 2px;">Met</span>	A scoring rubric was used to assess

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<p>Critical evaluation of conflicting arguments</p> <p>Students will be able to evaluate conflicting arguments and make reasoned conclusions.</p> <p>Supported Initiatives (5)</p> <p>STANDARDS</p> <ul style="list-style-type: none"> <li>● 3.3 Institutional Effectiveness</li> <li>● 3.3.1.1 educational programs, to include student learning outcomes</li> </ul> <p>STRATEGIC INITIATIVES</p> <ul style="list-style-type: none"> <li>● Enhance the University’s ability to recruit, retain, and graduate academically and creatively gifted undergraduate and graduate students from diverse backgrounds.</li> <li>● Enhance teaching and learning through innovative curricula, pedagogies, programs, and methodologies that lead to creative thinking and innovative problem solving and are informed by research, along with utilization of advanced technologies.</li> <li>● Encourage widespread development of campus-wide interdisciplinary research</li> </ul>	<p>Written assignment (rubric scores of critical evaluation skills) from Public Policy course</p> <p>Student written assignments in Public Policy courses will reflect appropriate ability to critically evaluate conflicting arguments and make reasoned conclusions.</p>	<p>Demonstration of 60 percent mastery of the critical evaluation of conflicting arguments</p> <p>Rubric score of 3 or better on policy analysis assignment in PLSC 3320 (a core course in public policy curriculum)</p>	<p>student written assignments on a policy analysis assignment from PLSC 3320: Principles of Public Policy, Fall 2018. Assignments were assessed on student demonstration of the evaluation of conflicting arguments and reasoned conclusion-making. A score of 3 or better on the 5-point rubric was defined as meeting the target of 60% mastery. 92.9% of students (26 of 28) received a 3 or better on this measure.</p> <p>PLANS FOR IMPROVEMENT (WHAT WILL BE DONE NEXT? HOW WILL THE DATA BE USED? HOW DOES THE FINDINGS DIFFER FROM PRIOR YEARS?)</p> <p>Again, this is another positive achievement. Our reflections on Outcome 3 (regarding written communication skills) are also appropriate for this related outcome: the political science department’s focus on writing skills benefits public policy students. We will continue to examine the evaluation of these skills going forward in planning future assessments.</p>

Outcomes/Objectives	Measure	Target	Findings
<p>projects and programs for graduate and undergraduate students and faculty.</p>			
<p>Outcome has action plan</p> <p><b>1.5</b></p> <p><b>Attract more majors</b></p> <p>The Public Policy major will attract more majors.</p> <p><b>Supported Initiatives (5)</b></p> <p><b>STANDARDS</b></p> <ul style="list-style-type: none"> <li>● 3.3 Institutional Effectiveness</li> <li>● 3.3.1.1 educational programs, to include student learning outcomes</li> </ul> <p><b>STRATEGIC INITIATIVES</b></p> <ul style="list-style-type: none"> <li>● Enhance the University’s ability to recruit, retain, and graduate academically and creatively gifted undergraduate and graduate students from diverse backgrounds.</li> <li>● Enhance teaching and learning through innovative curricula, pedagogies, programs, and methodologies that lead to creative thinking and innovative problem solving and are informed by research, along with utilization of advanced</li> </ul>	<p><b>1.5.1</b></p> <p>Number of students in the major</p> <p>The program will maintain records of declared majors and annually hold steady or modestly increase the number of students in the program.</p>	<p><b>1.5.1.1</b> <b>Not Met</b></p> <p>Count of number of majors on the May roster from the Dedman College Records Office, compared to the May roster from the previous year</p> <p>Five percent annual growth</p>	<p>As of the May 2019 roster, we have 48 majors, representing 4.3% growth since May 2018.</p> <p><b>PLANS FOR IMPROVEMENT (WHAT WILL BE DONE NEXT? HOW WILL THE DATA BE USED? HOW DOES THE FINDINGS DIFFER FROM PRIOR YEARS?)</b></p> <p>Although we did not meet our target for 2018-19, we came very close, and indeed exceeded our target in 2017-18 by a wide margin (18%), so we are pleased with our overall trajectory in the total number of majors over the past few years. We have addressed a need related to the continued growth of the major this year by adding new courses to the curriculum, effective Fall 2019. We will continue to evaluate the program’s growth and its related challenges.</p>

Outcomes/Objectives	Measure	Target	Findings
<p>technologies.</p> <ul style="list-style-type: none"> <li>Encourage widespread development of campus-wide interdisciplinary research projects and programs for graduate and undergraduate students and faculty.</li> </ul> <p><b>ACTION PLAN</b> <span style="background-color: #4a7ebb; color: white; padding: 2px 5px; border-radius: 3px;">In Progress</span></p> <p>Our primary sources of new major declarations are the Undergraduate Advising Center, the Economics department, the Political Science department, and the Cox School of Business (the latter three from students interested in double or triple majors). In assessment cycle 2019-2020, we will renew our outreach to these offices.</p> <p><b>DUE</b> 6/30/2020</p>			