# Marquette University
## Learning Assessment Plan

### Public Service

**Program: Public Service**

**Degree: MA**

**Date Submitted:** April 18, 2006, **Revised:** March 2009

<table>
<thead>
<tr>
<th>Program Learning Outcomes Students will be able to:</th>
<th>Performance Indicators</th>
<th>Measures to be Used</th>
<th>Program Analysis of Data</th>
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<tr>
<td>1. Complete a practical experience applying public service concepts to encourage community engagement in urban environments.</td>
<td>1. Demonstrates commitment to public service by engaging in responsible service to others. 2. Communicates a compelling vision that motivates others to serve responsibly in the global urban community.</td>
<td>1. Successfully completes a practical experience in a public service environment. 2. Completes written assignment that describes application of public service and specialization principles as related to practical experience.</td>
<td>Assessment committee generates a programmatic rubric used to assess the program outcome. Instructor generates an assignment that assesses outcome. Programmatic rubric is used to assess students’ work. Assignments (anonymous) are submitted to the assessment committee for evaluation, applying the same rubric. Assessment committee generates annual assessment report to be distributed to the curriculum committee for final approval prior to submitting to the associate provost and faculty.</td>
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<td>2. Identify an ethical issue and apply ethical principles, values, theories or frameworks to public service policy or practice.</td>
<td>1. Identifies several ethical principles, values, theories or frameworks, which may be applied to commonly encountered ethical dilemmas in public service. 2. Critically evaluates public service policy or practice to assess whether it is socially responsible. 3. Formulates personal action steps that support responsible public service policy or practice.</td>
<td>1. Ethical principles, values, theories or frameworks are applied to contemporary situations involving ethical dilemmas in public service. 2. Public service policy or practice is evaluated in the context of applied ethical situations. 3. Personal action steps to support responsible public service policy or practice are identified and recommended or enacted.</td>
<td>Assessment committee generates a programmatic rubric used to assess the program outcome. Instructor generates an assignment that assesses outcome. Programmatic rubric is used to assess students’ work. Assignments (anonymous) are submitted to the assessment committee for evaluation, applying the same rubric. Assessment committee generates annual assessment report to be distributed to the curriculum committee for final approval prior to submitting to the associate provost and faculty.</td>
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<td>3. Demonstrate the cultural and communication skills necessary to interact in a reciprocal exchange that honors the human dignity of all persons.</td>
<td>1. Verbal and nonverbal communication demonstrates respect for diverse views expressed during face-to-face and online classroom discussion. 2. Student interactions in the classroom and online honor the human dignity of all persons and indicate an acceptance of the</td>
<td>1. Face-to-face in-class and asynchronous online discussion measure students’ ability to respectfully interact with persons expressing diverse views. 2. Formally apply ethical frameworks to contemporary situations that require students to interact in a reciprocal</td>
<td>Assessment committee generates a programmatic rubric used to assess the program outcome. Instructor generates an assignment that assesses outcome. Programmatic rubric is used to assess students’ work. Assignments (anonymous) are submitted to the assessment committee for evaluation, applying the same rubric. Assessment committee generates annual assessment report to be distributed to the curriculum committee for final approval prior to submitting to the associate provost and faculty.</td>
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worth of all human beings. exchange that honors the human dignity of all persons.

| 4. Apply theory and principles of group dynamics in assuming multiple group roles and responsibilities that assist in solving complex urban problems. | 1. Identifies different group functions, structures and roles  
2. Knowledgeable regarding basic group processes.  
3. Manages group conflict and intra and inter group competition.  
4. Recognizes the impact of organizational culture on group effectiveness.  
5. Knowledgeable regarding what makes groups work effectively and ineffectively.  | Practicum experience where the following occurs:  
1. In collaboration with members of the selected public service organization, successfully work toward achieving an identified project.  
2. Based on observation, formally assess strengths and weaknesses of the group you have worked with on the project;  
3 Based on group dynamics concepts and theory, make recommendations to improve group performance.  | Assessment committee generates a programmatic rubric used to assess the program outcome. Instructor generates an assignment that assesses outcome. Programmatic rubric is used to assess students’ work. Assignments (anonymous) are submitted to the assessment committee for evaluation, applying the same rubric. Assessment committee generates annual assessment report to be distributed to the curriculum committee for final approval prior to submitting to the associate provost and faculty. |
|---|---|---|---|
| 5. Apply quantitative and qualitative urban research methods to aide in solving complex urban problems. | 1. Interpret research findings.  
2. Evaluate the quality of research conducted.  
3. Formulate a researchable research question.  
4. Write a research proposal and accompanying plan.  
5. Understand and apply principles of research design.  
6. Follow ethical principles of the discipline for using sources, engaging human subjects for research purposes and working with colleagues.  
7. Demonstrates ability to apply data gathering methods by conducting interviews. | 1. Student writes a research proposal and accompanying research plan for a research study (PUBS 290).  
2. Student conducts interviews to gather data (PUBS 290).  
5. Integrative learning experience demonstrates ability to conduct research. | Assessment committee generates a programmatic rubric used to assess the program outcome. Instructor generates an assignment that assesses outcome. Programmatic rubric is used to assess students’ work. Assignments (anonymous) are submitted to the assessment committee for evaluation, applying the same rubric. Assessment committee generates annual assessment report to be distributed to the curriculum committee for final approval prior to submitting to the associate provost and faculty. |