

## **2006 Assessment Report Undergraduate Narrative Maxine Goodman Levin College of Urban Affairs**

The scope of the undergraduate assessment report is the four degree programs in the MGLCUA: Bachelor of Arts in Urban Studies, Bachelor of Arts in Environmental Studies, Bachelor of Arts in Urban Services Administration, and Bachelor of Arts in Public Safety Management. Since the four degree programs share the same goals and many common course requirements, including the capstone senior seminar, this narrative discusses the four degrees as one unit. The goals and report style have the approval of the faculty undergraduate curriculum of the MGLCUA.

### **Goals**

The goals of the MGLCUA undergraduate degree programs are as follows:

#### Goal 1

Learn empirical research skills:

- \*Search relevant literature
- \*Ask strategic questions
- \*Formulate working hypotheses
- \*Use appropriate methodologies
- \*Record data
- \*Critically interpret data
- \*Present research results;

#### Goal 2

\*Utilize software packages in functional areas such as word processing, spreadsheets, data base management, elementary statistics, and graphics;

#### Goal 3

\*Successful completion of an internship with a specified supervisor and faculty advisor.

### **Faculty Discussion**

The undergraduate faculty of MGLCUA, as part of CSU's assessment efforts in the 1980s and 90s, developed these students learning goals. They were revisited for the last two year's assessment reports. The 2005 change was turning "Develop methodologies" into "Use appropriate methodologies."

## **Outcomes**

The outcomes for goals 1 and 2 relate to the students' achievement of progressive levels of course sophistication. The college's undergraduate curriculum committee reaffirmed these in 2003, 2004, and 2005.

The outcome for goal 3 is the successful completion of an internship.

## **Research and Changes**

As stated as planned in last year's report, the courses UST 102, 200, and 302 (Professional Writing, Introduction to Urban Studies, and Contemporary Urban Issues) have been modified to introduce the students to the outcomes specified for goal 1.

As stated as planned in last year's report, the college reduced the number of sections of UST 200 from 6 sections per term to 3. Two of the sections are taught online. All sections now have a common syllabus (as planned in last year's report). Fulltime faculty serve as rotating online discussants in the course. This is change from last year's plans, because the use of streaming video proved problematic. The video of the lecturing faculty was not reliable.

While the enrollments in UST 200 have increased as planned, and costs have decreased as planned, we have an informal retention problem. Students remain officially registered in the course but stop interacting through WebCT. We are looking at this situation.

As stated as planned in last year's report, we now have a common syllabus for all UST 302 sections. Starting fall semester, 2006, 3 of the 4 sections of 302 will be taught online and will use a new text edited by the college's Dr. Wendy Kellogg (stated as planned in last year's report).

Our continual review of both the agency and student internship evaluation forms demonstrates no need for change.

As planned in last year's report, with the assistance of the School of Communication, we ran an undergraduate student focus group on March 28, 2006. Unfortunately, only 3 of 16 volunteers showed up. The college received very positive feedback, but the numbers make this problematic. Using the same questions, we will run a focus group in fall semester, 2006. Dr. Nancy Meyer-Emerick has volunteered her UST 435 class (Environmental Policy and Administration) as the focus group. The School of Communication staff will come to UR 108 to run and video the focus group.