University Assessment Committee
Outcomes Assessment Summary Form

This form is to be completed by a representative from each designated program/department. The information provided in this form will be used by the University of San Diego to inform stakeholder groups about USD’s commitment to the intellectual, spiritual, and overall development of students. A PDF version of this form will be posted on the University’s Student Outcomes Website in the Evidence of Student Learning section.

Program Information
Program Name (e.g. BA Computer Science, PhD Nursing)

MS Law Enforcement & Public Safety Leadership

College/School Name (e.g. CAS, KSPS, SB, SMSOE)

PCE Professional & Continuing Education

Assessment Overview
Briefly share how student learning outcomes assessment is conducted within your program/department (e.g. number of outcomes, examples of assignments used, and frequency of assessment). See example below.

The MS in Law Enforcement & Public Safety Leadership program has identified four programmatic learning outcomes: Ethical & Effective Leadership, 21st Century Knowledge & Skills, Institutional Assessment & Change, and Critical Issues. The MS LEPSL team assesses these four PLOs on a rotating basis each semester using faculty determined assignments and a cadence created in conjunction with the Office of the Provost.

Results and Actions Taken
Assessment Cycle

2018-2019

Briefly summarize your assessment results and how you are using these results to enhance student learning and improve program quality. See example below.

For the most recent assessment cycle, Fall 2018, the MS LEPSL program assessed PLO2 Developing Law Enforcement and Public Safety Knowledge and Skills for the 21st Century. This PLO was assessed by evaluating performance related to financial and budgetary competencies on the budget & finance iterative and cumulative final project “final project legislative review document”. The results indicated that students were overwhelmingly successful in assessing and creating a real-world dynamic budget; however, our lower-ranking students with less experience in their profession were generally less successful. As a result, the program will include more resources, and possibly supplemental materials, for those students with less of a foundation in public sector budgets.