CHICO STATE UNIVERSITY
ASSESSMENT SUMMARY UPDATE

PROGRAM: BA in Public Administration

Year of review	Student Learning Outcome	Describe assessment activity done this year for this SLO	Findings	Based on the results or evidence, what action was taken regarding program improvements?
2015-16	Outcome #4: Students demonstrate proficiency in communicating ideas and perspectives about policy matters	Utilize student work from POLS 460C: Administration of Public Financial Resources. The coordinator utilized a rubric to assess students' abilities to analyze a problem and communicate a policy argument in writing. The class, which took place in the Fall of 2015, is a required core course for the PA major. All students must pass the course to complete their BA degree. This particular course offers a sample size of 17.	The results show that over 90 percent of the students are meeting or exceeding the goal articulated in SLO #4: demonstrating proficiency in communicating ideas and perspectives about policy matters. The vast majority of students in 460C received a score of 4, which is given to students whose preparation for and execution of all assignments associated with the final paper (for example, reading, presentations, group projects, informal writing, essay drafts, and revisions, etc.) has been consistently thorough and thoughtful. In addition, by the end of the semester, students who earn a 4 are consistently producing drafts that are ambitiously and thoughtfully conceived, conscious of the demands of the writing assignment, purposeful and controlled, effectively developed, and effectively edited.	None deemed necessary.
2014-15	SLO #3 Students apply analytical and research skills to the study of public organizations and policy.	Embedded assessment of student work in POLS 421: Methods of Political Inquiry. Fall 2014. Students were required research and collect data to support a hypothesis test. The Research Report assignment involves an application of the basic skills developed using online and classroom information.	As reported by Dr. Weber, the average course score out of 100 points for the five-paper sample is 66; the minimum score is 59 and the maximum score is 90 with a standard deviation of 13.5 points. The assessment results modestly reflect these paper score results considering that the sample mean paper grade is below proficiency (less than 70 percent), and only one paper was a 90 percent. Given the standard deviation, that leaves one paper at about 77 percent, and three papers below 65 percent	The results show that students are proficient in identifying the research method chosen for their research project, nearly proficient in employing analytical tools and citing the sources for their analyses. The students have a near proficiency in interpreting their data results. Conversely, they demonstrate a very low level ability to discuss the limitations of their methodological choices, and explain concepts related to their models.

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2013-14	SLO #2 Students apply academic theory to practice, including to the development of ethical skills associated with policy and administration	We used an embedded assessment of student work in POLS 471A. Students were required to answer a midterm exam question. We selected five Students were given lecture material to support this question during the first seven weeks of the semester. The essay question was worth 30 points out of a 100 point exam and the students were required to turn the exam question in to Turnitin.com (through Blackboard) by the exam time, then they took the remaining 70 point exam in class. The essay did not have a page limit. A special assessment rubric was created; this rubric is standard for the field with ratings from highly proficient to not-proficient.	The assessment results demonstrate that, based on the evaluation of five student papers, the student performance is at least slightly above Proficient on all indicators. As seen in Table 2, the average score for students across all measures is 2.5. The score of 2 is Proficient and a score of 3 is Highly Proficient. The students are generally well prepared overall. They are Highly Proficient in recognizing and applying issues that are fundamental to democracy, and more than Proficient in identifying and explaining the role of citizen engagement. The lowest scores were in recognizing (and explaining) how institutions reinforce democratic values and explaining theoretical points elegantly; the average value for these indicators were Proficient ranging at 2.3. In general, the students met or exceeded proficiency in applying theory to practice and applying ethical skills.	This assignment shows the successful fulfillment of the SLO, so no action was taken for program improvement.
2012-13	Outcome #1 Students understand how to develop and implement public policy	We used an embedded assessment of student work in POLS 471B. The paper assignment involved professional presentation and documentation for a policy recommendation. The paper included an Executive Summary. We selected five Executive Summaries to review, with the paper available for confirmation of criteria. The students were primarily seniors and majors in Public Administration. Public Administration faculty were the evaluators; two faculty, and the instructor as the substantive specialist. A special assessment rubric was created; this rubric is standard for the field with ratings from highly proficient to not-proficient	The assessment results demonstrate that, based on the evaluation of five student Executive Summaries from their professional papers, the student performance is very close to Highly Proficient on all indicators. The average score for students across all measures is 2.8 out of 3. The score of 3 is Highly Proficient; the score of 2 is Proficient. The students are generally well prepared overall, however, they are especially well prepared in specifying goals, problems, analysis, legitimization, task identification, and identifying who needs to perform the tasks. The slightly lower scores (2.7, 2.8) were related to identifying stakeholders, priorities, and data needed for measurement. Notably, all five students received High Proficient ratings on problem identification.	This assignment shows the successful fulfillment of the SLO, so no action was taken for program improvement.

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2011-12	#3 Students can apply appropriate analytical and research skills to the study of public administration.	The final paper and presentation grades of 16/16 students in POLS 471A Public Policy Formation(fall 2011) were assessed using a 7 part rubric to determine if the students had successfully completed the SLO. The 8-10 page paper required students to describe the history and context of a public policy and evaluate it's implementation and effectiveness. The in-class presentation required students to give a 15-20 minute presentation on their results using PowerPoint slides.	Eighty-seven percent of the students met or exceeded the acceptable grade of C. Over 80 percent of the students were ranked "proficient" or "highly proficient," having received grades of B or higher. Two students did not reach the benchmark. One student failed to complete the assignment and the other's work was unacceptable.	This assignment shows the successful fulfillment of the SLO, so no action was taken for program improvement.