

CALIFORNIA STATE UNIVERSITY, CHICO
ASSESSMENT SUMMARY UPDATE

PROGRAM: M.P.A. Political Science

Year of Review	Student Learning Outcomes	Describe assessment activity done this year for this SLO	Briefly report the results of the assessment activity	Based on results/evidence, what action was taken regarding program improvement?	Based on results / evidence, what action was taken regarding the assessment process?	Describe the plans you have to reassess this goal and/or follow up action needed
2012-13	Outcome #1 Students understand how to develop and implement public policy	We used an embedded assessment of student work in POLS 660B. The paper assignment involved professional presentation and documentation of a cross-sector comparative personnel policy. 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 students in the Master's 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 policy 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 Proficient on all indicators. The average score for students across all measures is 2.3 out of 3. The score of 2 is Proficient. The students are generally sufficiently prepared overall. They are prepared in specifying goals, problems, and analysis; they are less prepared in identifying stakeholders, legitimization, task identification, and identifying who needs to perform the tasks. The lower scores (2.1- 2.2) were primarily related to implementation.	Given that there are no minimum skill requirements for POLS 660B, and given that policy analytics require well developed skills in understanding policy formation and implementation, SLO #1 should not be evaluated using POLS 660B.	Given there is no course in the MPA core that focuses on policy analytic skills in policy development and implementation, the faculty discussed whether the SLO #1 needs to be removed or a course, such as POLS 668 Seminar in Public Policy Formation, should be added to the core curriculum to assess these skills. At this time, the faculty decided to review SLO#1, and other course alignments for possible revision. It was decided that the faculty would review other MPA SLOs that are more management focused for ideas on revising the SLO#1. Once a revision is proposed, the MPA Advisory Board will be consulted.	The Public Administration Program faculty is revising SLO #1 and possibly others.

Year of Review	Student Learning Outcomes	Describe assessment activity done this year for this SLO	Briefly report the results of the assessment activity	Based on results/evidence, what action was taken regarding program improvement?	Based on results / evidence, what action was taken regarding the assessment process?	Describe the plans you have to reassess this goal and/or follow up action needed
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 602. The paper requirements included a description of the issue, the interests/interest groups involved, role of public administration, and solution. The paper requirements included a five to ten page mandate with sources and references. We selected five papers to review. The chosen issue papers represented a cross-section of only MPA students in different levels of graduate training and at least one international student. 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 policy 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 Highly Proficient on all indicators. As seen in Table 2, the average score for students across all measures is 2.8 out of 3. The score of 2 is Proficient and a score of 3 is Highly Proficient. The students are generally well prepared overall. They are prepared in specifying recognizing and applying issues and communication; they are less prepared in identifying the roll of citizen engagement and explaining how the institutional framework reinforces democratic values; these areas had the lowest (average 2.6) were which is still more than proficient.	This assignment shows the successful fulfillment of the SLO, so no action was taken for program improvement.	The rubric worked fine, so no revisions were deemed necessary.	This SLO will be reassessed again within the next five year process.

Year of Review	Student Learning Outcomes	Describe assessment activity done this year for this SLO	Briefly report the results of the assessment activity	Based on results/evidence, what action was taken regarding program improvement?	Based on results / evidence, what action was taken regarding the assessment process?	Describe the plans you have to reassess this goal and/or follow up action needed
2014-15	SLO #3 Students apply analytical and research skills to the study of public organizations and policy.	Embedded assessment of student work in <i>POLS 631: Seminar in Research Methods</i> . Fall 2014. Students were required research and collect data to support a hypothesis test.	As reported by Dr. Weber, the average course score out of 75 points for the five-paper sample is 69; the minimum score is 58 and the maximum score is 74 with a standard deviation of 7 points. The assessment results robustly reflect these paper score results considering that the sample mean paper grade is above proficiency (greater than 90 percent), and at least one paper was at 99 percent and at least one paper was at 77 percent. Given the standard deviation, that means that the three remaining papers were approximately at 83 percent and above.	The results show that students are at least proficient and above proficient overall in applying analytical and research skills to the study of public organizations and policy. At least three of the five exemplars demonstrated above proficiency for almost all nine indicators. Only one exemplar demonstrated below proficiency overall.	None	None

Year of Review	Student Learning Outcomes	Describe assessment activity done this year for this SLO	Briefly report the results of the assessment activity	Based on results/evidence, what action was taken regarding program improvement?	Based on results / evidence, what action was taken regarding the assessment process?	Describe the plans you have to reassess this goal and/or follow up action needed
2015-16	SLO #4 Students demonstrate proficiency in communicating ideas and perspectives about policy and administration matters.	Embedded assessment of student POLS 680 "culminating project" papers and presentations. Fall 2015 & Spring 2016.	As reported by first and second readers, using validated written communication and oral communication assessment rubrics, 100% of students demonstrated at or above "proficient/average level of achievement."	The results show that students are at least proficient or above proficient overall in written and oral communication in their culminating projects.	Assessment prompted an hour-long discussion about our POLS 680 requirement in our September 2016 MPA retreat meeting. Reservations were expressed about the quality of POLS 680 and our ability to guide students to a higher quality result, given that the work on the POLS 680 is currently uncompensated in our department (some departments choose to compensate such work on this campus).	Further data and assessment about our POLS 680s is needed and will be referred to the assessment coordinator for AY16-17. Plan to re-assess this same SLO in AY 16-17. Note that given changes to our SLOs adopted for AY16-17--this SLO is re-labeled #3 in the future. In addition, follow-up discussion is planned for October 2016 MPA meeting. finally, we have already voted to change the structure of the culminating project--changes to be submitted to curriculum committee in October/November 2016.
2016-17	SLO #3 (used to be #4 prior to May 2016) Students demonstrate proficiency in communicating ideas and perspectives about policy and administration matters.	Embedded assessment of student POLS 680 "culminating project" papers and presentations. Fall 2016 & Spring 2017.	As reported by first and second readers, using validated written communication and oral communication assessment rubrics, 56% of students demonstrated ABOVE the "proficient/average level of achievement."	The results show that a majority of students are above proficient/average achievement in written and oral communication in their culminating projects.	None noted at this time. Changes to our culminating paper process were discussed and undertaken the prior academic year--to formally take effect in AY18-19.	Next year we will assess our new "diversity" SLO, adopted in May 2016. We would like to follow up on our written communication in AY18-19, once the changes to our culminating paper process take effect.