



Annual Assessment Report 2020-2021

M. P. A. Master's in Public Administration Department of Political Science College of Letters, Arts, and Social Sciences

CONTACT

Name of Program Assessment Lead Brady Collins

Name of Person Completing Report Brady Collins

DISCIPLINARY ACCREDITATION Yes

DEVELOPMENT AND DOCUMENTATION OF STUDENT LEARNING OUTCOMES

How were the program's SLOs developed? (select all that apply)

- ☐ Our disciplinary accrediting agency has recommended learning outcomes, so we used and/or modified them.

Other than the CPP Catalog and the Office of Assessment and Program Review website, where else are your SLOs published? Select all that apply.

- Department Website - provide URL: <https://www.cpp.edu/class/mpa/index.shtml>
- Course Syllabi

ASSESSMENT ACTIVITIES IN 2020-2021

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2020-2021**. This includes data collection, rubric development, data analysis, discussion of findings, development or implementation of closing the loop improvement strategies, update of your assessment plan and/or curriculum matrix, etc.

How many total SLOs does your program assess according to your assessment plan?

- 5

How many SLOs did your program assess this past year in 2020-2021?

- My program assessed SLOs in AY 2020-2021

Please list the SLOs examined

- SLO #1: Determine, collect, and analyze the evidence appropriate for evaluating and implementing public policies and programs.
- SLO #2: Work fluidly and collaboratively across the public, nonprofit, and for-profit sectors.
- SLO #3: Apply leadership, ethical standards, and equity in fiscal and human resource management.
- SLO #4: Utilize effective and concise written and oral communication for a diverse audience of stakeholders.
- SLO #5: Develop a critical understanding of and respect for the policy making process and the diversity of perspectives and interests involved in governance.

- **Student Learning Outcome (SLO):** SLO 1: Determine, collect, and analyze the evidence appropriate for evaluating and implementing public policies and programs.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> • Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.) 		
<ul style="list-style-type: none"> • Collected direct evidence (e.g., student work, exam items, etc.) • Scored direct evidence of student learning 	<ul style="list-style-type: none"> • Assignment/exam/paper completed as part of regular coursework • Capstone product (e.g., project, senior thesis, etc.) 	<ul style="list-style-type: none"> • Used rubric or scoring guide • Scored exams/tests/quizzes
<ul style="list-style-type: none"> • Collected indirect evidence of student learning (e.g., surveys, interviews, focus groups, etc.) 	<ul style="list-style-type: none"> • Student survey/interview/focus group with self-reports of SLO achievement • Employer meetings/discussions/survey/interview of student SLO achievement 	
<ul style="list-style-type: none"> • Discussed assessment results to make program decisions to improve SLO achievement (e.g., design new course, modify assignments, etc.) 		

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
20	We developed a rubric for scoring	Yes	

Student Learning Outcome (SLO): SLO 2: Work fluidly and collaboratively across the public, nonprofit, and for-profit sectors.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.) 		
<ul style="list-style-type: none"> Collected direct evidence (e.g., student work, exam items, etc.) Scored direct evidence of student learning 	<ul style="list-style-type: none"> Assignment/exam/paper completed as part of regular coursework Captone product (e.g., project, senior thesis, etc.) 	<ul style="list-style-type: none"> Used rubric or scoring guide Scored exams/tests/quizzes
<ul style="list-style-type: none"> Collected indirect evidence of student learning (e.g., surveys, interviews, focus groups, etc.) 	<ul style="list-style-type: none"> Student survey/interview/focus group with self-reports of SLO achievement Employer meetings/discussions/survey/interview of student SLO achievement 	
<ul style="list-style-type: none"> Discussed assessment results to make program decisions to improve SLO achievement (e.g., design new course, modify assignments, etc.) 		

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
20	We developed a rubric for scoring	Yes	

- **Student Learning Outcome (SLO): SLO 3: Apply leadership, ethical standards, and equity in fiscal and human resource management.**

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> • Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.) 		
<ul style="list-style-type: none"> • Collected direct evidence (e.g., student work, exam items, etc.) • Scored direct evidence of student learning 	<ul style="list-style-type: none"> • Assignment/exam/paper completed as part of regular coursework • Capstone product (e.g., project, senior thesis, etc.) 	<ul style="list-style-type: none"> • Used rubric or scoring guide • Scored exams/tests/quizzes
<ul style="list-style-type: none"> • Collected indirect evidence of student learning (e.g., surveys, interviews, focus groups, etc.) 	<ul style="list-style-type: none"> • Student survey/interview/focus group with self-reports of SLO achievement • Employer meetings/discussions/survey/interview of student SLO achievement 	
<ul style="list-style-type: none"> • Discussed assessment results to make program decisions to improve SLO achievement (e.g., design new course, modify assignments, etc.) 		

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
20	We developed a rubric for scoring	Yes	

- **Student Learning Outcome (SLO): SLO 4: Utilize effective and concise written and oral communication for a diverse audience of stakeholders.**

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> • Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.) 		
<ul style="list-style-type: none"> • Collected direct evidence (e.g., student work, exam items, etc.) • Scored direct evidence of student learning 	<ul style="list-style-type: none"> • Assignment/exam/paper completed as part of regular coursework • Capstone product (e.g., project, senior thesis, etc.) 	<ul style="list-style-type: none"> • Used rubric or scoring guide • Scored exams/tests/quizzes
<ul style="list-style-type: none"> • Collected indirect evidence of student learning (e.g., surveys, interviews, focus groups, etc.) 	<ul style="list-style-type: none"> • Student survey/interview/focus group with self-reports of SLO achievement • Employer meetings/discussions/survey/interview of student SLO achievement 	
<ul style="list-style-type: none"> • Discussed assessment results to make program decisions to improve SLO achievement (e.g., design new course, modify assignments, etc.) 		

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
20	We developed a rubric for scoring	Yes	

- **Student Learning Outcome (SLO): SLO 5: Develop a critical understanding of and respect for the policy making process and the diversity of perspectives and interests involved in governance.**

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> • Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.) 		
<ul style="list-style-type: none"> • Collected direct evidence (e.g., student work, exam items, etc.) • Scored direct evidence of student learning 	<ul style="list-style-type: none"> • Assignment/exam/paper completed as part of regular coursework • Capstone product (e.g., project, senior thesis, etc.) 	<ul style="list-style-type: none"> • Used rubric or scoring guide • Scored exams/tests/quizzes
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Findings			
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20	We developed a rubric for scoring	Yes	

IMPROVING THROUGH ASSESSMENT

Overall, what best describes how the program used the results in 2020-2021? Select all that apply.

- Course-level changes (e.g., syllabus, content, pedagogy)

Ideas to improve student learning can come from different constituents. With whom did the program discuss assessment planning and/or share results during AY 2020-2021? Select all that apply.

- Program/department faculty as whole
- A committee of program/department faculty

The past academic year posed both challenges and opportunities. Please share any assessment discoveries (e.g., insights about assessment procedures, great achievements, etc.) regarding program assessment in 2020-2021 so that others may learn from your experiences.

We were surprised that some students actually stated they preferred online learning, and yet their grades/performance also suffered.

CPP's GI2025 goals focus on eliminating equity gaps. What plans do you already implement, or would implement to support the campus' diversity, equity, and inclusion (DEI) efforts? (e.g., planned or current disaggregation of assessment data by race/ethnicity, etc.)

We conduct regularly analysis of our applications and enrollments from year-to-year, and use this to guide our student recruitment efforts.

The most current assessment plan and curriculum matrix we have on file for your program may be found [here](#). To ensure we have the most updated assessment plan and curriculum matrix for your program, and for posting on our website, please upload the following documents:

Assessment Plan - Yes

Curriculum Matrix - Yes

If you would like us to review other assessment documents such as your evidence (e.g., assignment, survey, interview questions etc.) or scoring rubric, please upload/provide them. (Select all that apply)

- Rubric