**2019 – 2020 Annual Program Assessment Report**

Please submit report to your department chair or program coordinator, the Associate Dean of your College, and to james.solomon@csun.edu, Director of the Office of Academic Assessment and Program Review, by September 28, 2020. You may, but are not required to, submit a separate report for each program, including graduate degree programs, which conducted assessment activities, or you may combine programs in a single report. **Please identify your department/program in the file name for your report.**

**College: S and BS**

**Department: MPA**

**Assessment liaison: Henrik Minassians**

1. **Please check off whichever is applicable:**
2. **\_\_\_\_\_\_ Measure student work within program major/options.**
3. **\_\_\_\_\_\_ Analyzed result of measurement within program major/options.**
4. **\_\_X\_\_\_ Applied results of analysis to program review/curriculum/review/revision major/options.**
5. **\_\_\_\_\_\_ Focused exclusively on the direct assessment measurement of General Education**

**Natural Sciences learning outcomes.**

1. **Overview of Annual Assessment Project(s).** On a separate sheet,provide a brief overview of this year’s assessment activities, including:
* An explanation for why your department chose the assessment activities (measurement, analysis, application, or GE assessment) that it enacted;
* if your department implemented assessment **option A**, identify which program SLOs were assessed (please identify the SLOs in full), in which classes and/or contexts, what assessment instruments were used and the methodology employed, the resulting scores, and the relation between this year’s measure of student work and that of past years: (include as an appendix any and all relevant materials that you wish to include);
* if your department implemented assessment **option B**, identify what conclusions were drawn from the analysis of measured results, what changes to the program were planned in response, and the relation between this year’s analyses and past and future assessment activities;
* if your department implemented **option C**, identify the program modifications that were adopted, and the relation between program modifications and past and future assessment activities;
* if your program implemented **option D**, exclusively or simultaneously with **options** **A, B, and/or C**, identify the basic skill(s) assessed and the precise learning outcomes assessed, the assessment instruments and methodology employed, and the resulting scores;
* in what way(s) your assessment activities may reflect the university’s commitment to diversity in all its dimensions but especially with respect to underrepresented groups; and
* any other assessment-related information you wish to include, including SLO revision (especially to ensure continuing alignment between program course offerings and both program and university student learning outcomes), and/or the creation and modification of new assessment instruments.

**Option C:**

**We utilize MPA 698S – Graduate Project for assessing student teaching and learning in the MPA program.**

**Part of the assessment plan the program has identified six new SLOs in line with the NASPAA competencies. These competencies are as followings:**

1. **Articulate and Apply Public Service Perspective**
2. **Lead and Manage in Public Governance**
3. **Participate in and Contribute to the Public Policy Process**
4. **Analyze, Synthesize, Think Creatively, Solve Problems, and Make decisions**
5. **Communicate and Interact Productively with Diverse and Changing Workforce and Citizenry**
6. **To Rely on Professional Ethics While Making Policy, Managerial and Program Decisions**

**The main SLO that was utilized for assessment was SLO number 2, Lead and Manage in Public Governance. The faculty has prepared the following rubric for identifying student competency in the program. The graduate project as a final culminating experience encompasses all theoretical and analytical skills that a student should have acquired throughout program, thus the assessment becomes the ideal mechanism for evaluating the effectiveness of faculty teaching and student learning.**

**We sampled 30 out of 132 graduate projects using the rubric provided above. The report will utilize summative format indicating the frequency that students in each area of the rubric.**

**After the consultation with faculty, we will continue with the same assessment process for 2019-2020 academic year with results to be reported in Fall of 2019 to the Office of Academic Assessment and Program Review.**

1. **Preview of planned assessment activities for 2019-20.** Include a brief description as reflective of a continuous program of ongoing assessment.

**MPA program will focus on SLO number 2, as determined by our assessment planning for this program in transition. The program utilized NASPAA’s competency #2 as the overarching measurements of teaching and learning in the MPA program. For the 2019-20 academic year assessment, the program committee adopted 5 MPA 698S classes offered during the summer of 2020. MPA 698S – Graduate Project is culminating experience course where students undertake writing a major work (25+ pages) examining a specific issue in the area of field of study. This course requires from the students to identify a problem/researchable topic, identify a body if peer reviewed literature examining the issue at hand, identify an appropriate methodology, if the case was going to be implemented what methods would be utilized and finally overall organization and writing style. Table below shows the percentage of students across 5 classes MPA 698S. The numbers of students were approximately 132 students. Random sample of 30 percent (n= 30) was utilized in order to reach the assessment of teaching and learning for the MPA program.**

**Closer examination of the assessment results reveals that there is an uptick in on-time completion rate of the graduate project in MPA 698S for the summer of 2020. The completion rate of the culminating experience ranges from 80-85 percent across the program during the 2019-20 academic year and 85% for the summer of 2020. One explanation for some improvement in this area and greater satisfying results with the culminating experience is that MPA 620 – Research Methods are being utilized for students acquire need competencies towards MPA 698S. The program plans continuation of MPA 620 as the stepping class for MPA 698S. Moreover, the MPA program during the academic year 2020-21 is embarking on redesign of the curriculum in order to create greater level of continuity and linkage between all courses.**

Faculty comments:

#1 - These are my thoughts and impressions:

* Students truly struggled with sentence structure, conceptual clarity, language level, basic grammar, etc. The students also had a hard time complying with the APA citation style guide, using the third person and moving away from an essay-type of writing, in general.
* Some students were also a bit confused or puzzled with my standards and expectations. They were under the impression that whatever they submitted should be deemed “passable” and get the credit.

I believe students should also have more opportunities to produce critical syntheses of scholarly articles as part of their other classes’ assignments so that they develop the ability to produce an articulated critique of scholarly work.

I agree with other faculty that it is critical to reinforce throughout the entire MPA curriculum what is a literature review and how to write it. They should also begin using a technical and impersonal writing style (as well as a neutral and not connoted vocabulary) much earlier on in their MPA. They also should to be familiarized with the APA standards in every class they take.