# Assessment Plan and Report

Academic Year 2010-2011

Department/Program of Study: _____MPA_____
Submitted by:  ____Lawrence S. Luton_____

| Action | Due Date | CAC Approval |
|---|---|---|
| Submit initial plan | 2nd Friday Fall Qtr 2011 | |
| Conduct process | 2011-12 academic year | |
| Submit findings | 6th Friday Spring 2012 | |

## Assessment Plan

| 1 | 2 | 3 | 4 | 5 | 6 |
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| Learning Outcome Goal | Objective | Strategy/Method of Measurement | Performance Characteristics | Scoring Levels | Expectation Standard |
| Participate in and contribute to the public policy process. | This year's focus will be on how well students are prepared to engage in the public policy process. The objective to be examined is: Graduates demonstrate an ability to participate in and contribute to the public policy process. | Two raters will review 1) a sample of final papers from PADM505, focusing on how well the students demonstrated their knowledge of the processes, relationships and dynamics involved in a public policy formulation, and 2) a sample of PADM602 MPA Portfolios, focusing on the part of the Philosophy of Practice essay dealing with the relationship among politics, policy and public administration. | 1. Student's final PADM505 paper demonstrates knowledge of<br><br>A. A public policy decision-making process<br>B. The relationships and dynamics among various players and institutions that affect policy making.<br><br>2. Student's final PADM505 paper's conclusion explains who or what determines or influences public policy.<br><br>3. The Philosophy of Practice essay provides a concise and reflective description of the relationships among politics, | 1.A.<br><br>0 = No treatment of process<br>1 = Process treated in a paragraph or less<br>2 = Process treated in more than one paragraph<br><br>1.B.<br>0 = No treatment of relationships/dynamics<br>1= Relationships/dynamics treated in paragraph or less<br>2= Relationships/dynamics treated in more than one paragraph<br><br>2.<br>0 = Conclusion does not address who determines or influences public policy<br>1 = Conclusion only touches upon who determines or influences public policy<br>2 = Conclusion is most about who determines or influences public policy<br><br>3.<br>0 = Essay provides no treatment of the relationship among politics, policy and public administration<br>1 = Essay provides overly | 1.A. sample average > 1.5<br><br><br><br><br>1.B. sample average > 1.5<br><br><br><br><br><br>2. sample average > 1.5<br><br><br><br><br><br>3. sample average > 2.0 |

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| | | | policy and public administration. | general treatment of the relationship among politics, policy and public administration.<br>2 = Essay provides concise treatment of the relationship among politics, policy and public administration.<br>3= Essay provides concise and reflective treatment of the relationship among politics, policy and public administration. | |
| | | The course evaluations for the Fall 2010 and Spring 2011 PADM505 Public Policy Cycles will also be examined. | 4. PADM505 course evaluations indicate that students thought the course<br>a. contained good content, and<br><br>b. was well taught. | 4.a. 1-5 Likert scale.<br><br>4.b. 1-5 Likert scale. | 4.a. sample average > 3.0<br><br>4.b. sample average > 3.0 |

## Definitions/Instructions:

1. Learning Outcome Goal:  One, or part of one, of a program's adopted learning outcome goals as published in catalog or other program.
2. Objective:  Student expected performance, stated in measurable terms, that demonstrates accomplishment of the learning outcome.
3. Strategy/Method of Measurement:  Mode and process through which student performance data will be gathered.  Examples: embedded test questions in a course or courses, portfolios, in-class activities, standardized test scores, case studies, analysis of written projects, etc.  Most measurements benefit from the use of a clearly defined set of criteria (rubric).
4. Performance Characteristics (criteria):  Aspects indicative of performance.  Pre-defined set of criteria by which data collected will be evaluated:  e.g. elements of writing, elements of effective oral presentation, elements of effective management of "x."
5. Scoring Levels (for Individual Student Performance):  Set of defined scoring options used by evaluators to determine level of student achievement.
6. Expectation Standard (collective performance of students):  Summary/acceptable measure of collective student performance; e.g. mean student score from rubric; percentage of students meeting defined standard of acceptability.

## Assessment Report

| 7 | 8 | 9 | 10 | 11 |
|---|---|---|---|---|
| Observations from Summary Data | Conclusions about Student Learning | Actions Recommended Based on Observations | Plan and Timetable for Taking Action | Overall Reflection on Assessment |
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## Definitions/Instructions:

7. Observations from Summary Data: Findings and analysis of findings from data and assessment process; e.g. students barely meet/fail some elements while excelling in others.
8. Conclusions about Student Learning: Based on your scoring and expectation standards, what conclusions do you reach? Have your students collectively accomplished the learning outcome goal? To what extent? With what reservations?
9. Actions Recommended Based on Observations: What specific course, program, activity, entrance, and/or instructional approach changes are recommended?
10. Plan and Timetable for Taking Action: How will the recommended actions be implemented and in what timeframe?
11. Overall Reflection on Assessment: Address the larger question of whether the objective is still appropriate for the program and whether the assessment of it is producing important and meaningful data. Does the strategy for assessing the objective give you confidence in your teaching and the students' subsequent knowledge/skills/abilities?