

**CALIFORNIA STATE UNIVERSITY, LOS ANGELES
ANNUAL ASSESSMENT REPORT**

PROGRAM: MASTER IN PUBLIC ADMINISTRATION (MPA) REPORT SEMESTER/YEAR: SPRING 2017

COLLEGE/SCHOOL: NSS

ASSESSMENT COORDINATOR: JESSICA DESHAZO, GRADUATE ADVISOR

SPECIALIZED ACCREDITATION: X YES

PLEASE SPECIFY AGENCY/ORGANIZATION AND DATE: NASPAA 2016

Department Mission: The Master of Public Administration (MPA) Program at California State University, Los Angeles, prepares students for leadership by educating them for professional public and community service within a diverse and dynamic urban environment. In the program, students develop the following leadership capabilities:

- Knowledge about public administration theory, research and practice
- Analytical and critical thinking skills to inform public and community problem-solving and decision-making processes
- An understanding of the ethical basis for public service
- Effective intra-organizational, inter-organizational and public oral and written communication skills
- A respect for and ability to engage the diversity of perspectives and interests involved in local governance.

Please list all Program Learning Outcomes (PLOs):

1. Lead and manage in public governance
2. Participate in and contribute to the policy process
3. Analyze, synthesize, think critically, solve problems and make decisions
4. Articulate and apply a public service perspective
5. Communicate and interact productively with a diverse and changing workforce and citizenry

Alignment of Institutional Learning Outcomes (ILOs) and Program Student Learning Outcomes (see Appendix A for a complete description of each ILO) - Please indicate which of your PLOs best match the following ILOs.

Cal State LA Institutional Learning Outcomes	PLO(s) which match this ILO
1. Knowledge: Mastery of content and processes of inquiry	1
2. Proficiency: Intellectual skills	3
3. Place and Community: Urban and global mission	4 and 5
4. Transformation: Integrative learning	2

Assessment Results - Describe any assessment activities conducted within the past 2 academic years for each outcome. See Appendix for examples of assessment measures and use of results. *Please attach any additional information as needed.*

<p>Program Learning Outcome (List activities for each PLO. Enter "general" for activities that pertain to multiple PLOs)</p>	<p>1. How and when was this PLO assessed? (For example, which assessments were used, which courses were examined, what were the dates of data collection?) See Appendix B for other examples</p>	<p>2. What were the results? (For example, how many students reached each level of proficiency on the SLOs assessed?) See Appendix C for other examples</p>	<p>3. Based on the results, what instructional, programmatic, or curricular improvements were made?</p>
<p>1. Lead and manage in public governance</p>	<p>Scheduled for assessment 2017-2018</p>		
<p>2. Participate in and contribute to the policy process</p>	<p>2015-Evidence was gathered using direct and indirect measures. The direct measure was a POLS 581 assignment was used. The assignment requires students to conduct a policy analysis. The instructor and an MPA Advisory Board member assessed the assignments using a rubric. The indirect measure was the MPA student graduate exit survey that asks their perception of whether the program effectively prepared them to contribute to the policy process.</p>	<p>A rubric was used to assess the assignment in POLS 581. The rubric examined description of analytic research methods, analysis of policy options, and organization and presentation of the analysis. 67% of students reached the level of proficiency for the description of analytic research methods, 33% achieved the level of proficiency for the analytic component, and 56% reached the level of proficiency for the organization and presentation component.</p> <p>For the student exit survey, 49% strongly agreed and 43% agreed that the program prepared them to contribute to the policy process.</p>	<p>Assessment of the assignment, even when using a rubric, showed some problems with inter coder reliability. In the future, more training will be done. Some improvements were made in conjunction with semester conversion. Under an updated semester program, students must now choose two classes in a management perspective and two courses in an analytic perspective. POLS 581 now focuses explicitly on using evidence to analyze policy issues.</p>
<p>3. Analyze, synthesize, think critically, solve problems and make decisions</p>	<p>Scheduled for assessment 2017-2018 Began to pilot test an MPA skills assessment in POLS</p>		

	5700.		
4. Articulate and apply a public service perspective	<p>2015- Evidence was gathered using direct and indirect measures. The direct measure was a POLS 570 assignment that requires students in the second week of class to write an essay on “what does public service means to you?” The purpose is to capture the students’ impressions before they begin to explore this question as they complete the program’s curriculum. Then, these results are compared to student responses in POLS 596 MPA Comprehensive Exit Exam. The exit exam asks the students how the MPA program influenced their thinking regarding public service, and what public service means to them now that they are exiting the program. Both the essay and exit exam are graded with rubrics. The instructor and an outside grader assessed the work. This assessment is in the process of changing because the MPA exit exam has changed.</p> <p>As an indirect measure, the MPA student exit survey asks students are asked about their perceptions of whether the program effectively prepared them to contribute to their understanding of the ethical basis for public service.</p>	<p>75% of students reached the level of proficiency in the assignment.</p> <p>For students exiting the program, 86% of the exiting students surveyed during the 2014-2015 academic year strongly agreed that the MPA curriculum effectively contributed to their understanding of the ethical basis for public service.</p>	<p>The MPA faculty are examining the core curriculum with the intent of strengthening the linkage across courses regarding public service values.</p> <p>Faculty also decided to shift the program’s existing capstone course POLS 590 Philosophy of Public Service to a problem-oriented capstone that began to be implemented in Fall 2016 that will help to reiterate the role of public service values in public and non-profit administration.</p>
5. Communicate and interact productively	2015- Evidence was gathered using direct and indirect	70% of the students reached the level of	The core MPA classes now have diversity/cultural

<p>with a diverse and changing workforce and citizenry</p>	<p>measures.</p> <p>A POLS 590 assignment was assessed. The directions for the writing assignment are: Your world as a professional I public service has become increasingly complex. As you continue your career, you may expect to face demands that require you to communicate and interact productively with a diverse and changing workforce and citizenry. Your task is to discuss the tensions you are likely to confront now and in the future due to changes in the workforce and citizenry in the context of diversity and how you can address these tensions. Two outside graders assessed the assignment using a rubric.</p> <p>An indirect measure from the MPA student exit survey asks students to about their perception of how well diversity in covered in the curriculum.</p>	<p>proficiency for the POLS 590 assignment.</p> <p>The indirect measures that were derived from surveys, the program must make stronger connections to topic of diversity when it is covered in courses. Only 67% of students believed that diversity was adequately discussed in courses, but 83% of the courses offered address diversity.</p>	<p>competency modules that are built-in each time the course is offered. The modules are clearly outlined in the syllabi and students spend time discussing cultural competency/diversity material as it relates to the course subject matter.</p>
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Assessment Plan - In this section, provide a description of assessment plan that specifies assessment activities conducted (and to be conducted) from 2015-2019.

Program Learning Outcome	Academic year/semester when PLO is assessed	What is your tentative plan for assessing this PLO? (For example, which assessments will be used, which courses will be examined?)
1. Lead and manage in public governance	2017-2018	<p>Direct: POLS 5900- Comprehensive Exam</p> <p>Indirect: MPA skills assessment and student survey</p>
2. Participate in and contribute to the policy process	2017-2018	<p>Direct: POLS 5900- Comprehensive Exam</p> <p>Indirect: MPA skills assessment and student survey</p>

3. Analyze, synthesize, think critically, solve problems and make decisions	2017-2018	POLS 5900- Comprehensive Exam Indirect: MPA skills assessment and student survey
4. Articulate and apply a public service perspective	2017-2018	Direct: POLS 5700- Pre-Test and POLS 5900- Comprehensive Exam Indirect: MPA skills assessment and student survey
5. Communicate and interact productively with a diverse and changing workforce and citizenry	2017-2018	Direct: POLS 5900- Comprehensive Exam Indirect: MPA skills assessment and student survey

With whom do you share your assessment information? (Please check all that apply)

- faculty in the department
 students in the program
 campus administrators
 department alumni
 employers
 external community members
 Other (please specify) NASPAA

Institutional Learning Goals

<https://spcc.calstatela.edu/>

California State University, Los Angeles students expand and deepen their interdisciplinary and general understanding of the world, enhance their critical skills, and take responsibility for a lifetime of learning, and as graduates become individuals who engage, enhance, and contribute to democratic society.

Knowledge: Mastery of content and processes of inquiry

CSULA graduates have a strong knowledge base in their academic major and can use powerful processes of inquiry in a range of disciplines. They engage contemporary and enduring questions with an understanding of the complexities of human cultures and the physical and natural world and are ready to put their knowledge into action to address contemporary issues.

Proficiency: Intellectual skills

CSULA graduates are equipped to actively participate in democratic society. They are critical thinkers who make use of quantitative and qualitative reasoning. They have the ability to find, use, evaluate and process information in order to engage in complex decision-making. They read critically, speak and write clearly and thoughtfully and communicate effectively.

Place and Community: Urban and global mission

CSULA graduates are engaged individuals who have contributed to the multi-lingual and multiethnic communities that constitute Los Angeles and the world of the future. They are aware of how their actions impact society and the environment, and they strive to make socially responsible decisions. They are community builders sensitive to the needs of diverse individuals and groups and committed to renewing the communities in which they live.

Transformation: Integrative learning CSULA graduates integrate academic learning with life. They engage in community, professional, creative, research and scholarly projects that lead to changes in their sense of self and understanding of their worlds. Graduates integrate their knowledge, skills and experience to address complex and contemporary issues and act ethically as leaders for the 21st century.

Endorsed by Academic Senate 6/1/10 and approved by the President 6/8/10

Appendix B: Examples of Assessment Measures

The following are common measures used to assess program learning outcomes:

- Capstone course
- Project
- Embedded questions
- Public performance/exhibit
- Portfolio review
- Student survey
- Alumni survey
- Employer survey
- Licensure exam
- Student focus groups
- Observation
- Student interviews
- Case study
- Placement rates
- Graduate level thesis
- Graduate level process
- Exit interviews
- Comprehensive exam
- Peer assessment of student work
- Internship review
- Advisory board feedback

Appendix C: Examples of Use of Assessments Results

The following are examples of the use of assessment results:

- Improving department assessment process/methods
- Curriculum improvement
- Improving instruction
- Examining curriculum content coverage
- Examining skill development in curriculum
- Introducing new pedagogies
- Stimulating faculty discussion on student learning
- Re-examining student learning outcomes
- Engaging students in their own learning