

Spring 2024 Learning Objectives Assessment

Faculty Instructions

Department of Public Policy and Administration

March 6, 2024 (draft)

Rob Wassmer, Interim PPA Department Chairperson

1. Impact of Annual Assessment Student Learning Actions: Last year (AY 22-23), what actions did you propose to improve student learning for each program learning outcome assessed? List each student learning action implementation and summarize its impact.

AY 22-23 was a time of significant transition for the PPA Department at Sac State (including the appointment of SSIS Associate Dean Endriga as acting chairperson and two of our four full-time faculty in their first year of appointment); therefore, SSIS Dean Hyson permitted us to take the cycle off regarding the required annual assessment of student learning outcomes.

2. Impact of Annual Assessment Student Success Actions: What actions did you propose last year (AY 2022-23) to improve student success (admission, retention, DFW, graduation, career/further education)? List each student success action implementation and summarize its impact.

Between 2020 and 2022, the MPPA Program nearly doubled its number of entering students. From one cohort of 18 entering students in the fall of 2020, it went to two cohorts totaling 24 new MPPA students in the fall of 2021. This effort continued in the fall of 2022 with an entering class of 30 new MPPA students divided into two cohorts. In the fall of 2023, two 14-student cohorts began the MPPA Program. We plan to continue this trend by admitting two 16-student cohorts to start in the fall of 2024.

Anticipating the additional culminating project burdens that these higher entry class numbers put on our current full-time faculty of four, we began in the fall of 2021 with a complete transition of our master's level culminating project requirement of a traditional thesis (requiring two advisors) to a project (requiring one advisor) completed in one-semester of PPA 500, that could take on the three possible forms noted below.

Sac State Revised MPPA Culminating Project Options

Option #	Principal Product	Based on Course "Artifacts"	Oral PP Presentation	Executive Summary Submitted to OGS
1	Applied professional public policy or public administration report	Assignment(s) [artifacts] from PPA course(s)	Yes	Yes
2	Draft Article in the Style of an Academic Journal	An assignment [artifact] from one PPA course that the instructor agrees is relevant for expansion to an article	Yes	Yes
3	A professional portfolio that includes a 3-4 page reflective essay and professional development plan (resume, cover letter to "ideal" job, and professional development goals	Three or more revised assignments [artifacts] from PPA courses that demonstrate your ability to perform the job you are seeking	Yes	Yes, of your revised assignments

We fully transitioned to this new culminating project last year (AY 22-23). The [linked](#) PPA 500 syllabus from fall 2022 offers details on its implementation. Under this new form, in the fall of 2022 and spring of 2023, 10 and 9 students, respectively, enrolled in PPA 500. In both semesters, the completion rate for these students was 100 percent. They all finished their culminating project on a topic that reflected their professional interests in one semester. As a testament to their quality, we proudly offer the final products at this [link](#) for the public to observe.

Regarding the identified metrics of admission, retention, DFW, graduation, career/further education, we believe this near doubling of new MPPA students paired with a change in the culminating project requirement has successfully increased the opportunity for individuals to earn an MPPA in the Sacramento Region, improved retention and graduation rates as we previously lost students in a multi-semester thesis completion process, and generated a culminating project product that is far more in line with what is expected in a professional setting.

3. New Learning Assessment Data to Action: Summarize data on student learning for each program outcome assessed for this year (AY 2023-24). Based on the data, what actions will the program take to improve student learning for each outcome assessed (curricular change, assignments, sequencing, academic supports, advising, etc.)?

See the MPPA Program's Learning Objective Matrix (Figure 1) below that ties our overall learning objectives in column one with primary (P) or secondary (S) coverage in the PPA core courses required to earn an MPPA. As highlighted in yellow, we have decided to focus on the 2.E. learning objective of "write clearly and succinctly to various audiences." As the matrix indicates, this receives a primary focus in PPA 200 (taught in the first semester of an MPPA student's first year) and PPA 240A (generally taught in the first semester of an MPPA student's second year).

Our methodology was to randomly choose three students from PPA 200 in fall 2022 and examine their final assignments as motivated through the PPA 200 Prompt (Figure 2) at the end of this document. Then, using the same three students from PPA 240A in fall 2023, examine their final assignments as generated through the PPA 240A prompt (Figure 3) at the end of this document.

We then distributed the six written products (two for each of the three students) without name identification to each of the PPA Department's full-time faculty (Professors Chang, Kumar, Lascher, and Wassmer). After reading, the faculty completed an assessment matrix, the results of which we included in Figures 4 – 7, reproduced below. A summary of our conclusions follows.

- More concise and directly to the point language.
- There is a need for students to specify the audience for the paper in the introductory paragraph. It may also be desirable to add a paragraph or an appendix clarifying the stylistic choices students made to fit the specified audience.
- Literature reviews should be thematic and integrative, not written up article-by-article (i.e., they should not be "book reports").

- Students should consistently divide written documents into primary sections described in the intro paragraph; subsections are also desirable.
- Students should only adopt an “informal tone” if deemed appropriate for the targeted audience.
- Students should consistently follow formatting instructions if given (some papers were inconsistent about this).
- Every form of PPA writing should have an introduction that states issue/topic covered, its purpose, its intended audience, and describes organization of remainder of writing. Also, a conclusion of whether the purpose of writing was reached and how.
- I Students should write in the first person when describing their own aims and the like (e.g., “I will argue that...”)

We reached these conclusions at the February 27, 2024 Department Meeting, discussed their implications, and developed the following actions that the PPA Department will take in the fall of 2024 to improve student learning regarding our desired learning outcome of “writing clearly and succinctly to various audiences.”

- The instructors of PPA 200 and 240A in the fall of 2024 (respectively PPA Professors Kumar and Chang) have agreed to revise their assignment descriptions (reproduced below in Figures 2 and 3) to better account for the concerns raised above. Their teaching, advising, and academic support surrounding these assignments will also change to reflect the concerns noted above, and the revised writing style now looked for.
- In addition, this exercise was helpful to all PPA instructors (including Professors Lascher and Wassmer). Faculty will reflect on the above concerns when crafting writing assignments and consider ways to help students overcome them.

4. New Student Success Assessment Data to Action: Summarize data on student success for each program outcome assessed for this year. Based on the data, what actions will the program take to improve student success for each outcome assessed (curricular change, assignments, sequencing, academic supports, advising, etc.)?

As noted above, we have focused on the MPPA student learning outcome 2.E. of “write clearly and succinctly to various audiences.” Our ultimate measure of student success on this metric occurs through the quality of writing observed in an MPPA student’s culminating project. Based upon our findings from the previously described assessment process and subsequent discussion at PPA Department meetings, we offer the following idea to improve the quality of writing even further in these final products.

- During our planned summer 2024 PPA Faculty Retreat, we will develop a one to two-page PPA-specific style-guide, including what “to do” and “not do” as they compose their final MPPA culminating project. We will include this at the PPA website under info available to students on the culminating project. We will also include this information in all future PPA 500 syllabi.

Figure 1: Sac State MPPA Program's Learning Objectives and Core Course in Which Emphasized in a Primary and Secondary Manner

GENERAL (and SPECIFIC below) LEARNING OBJECTIVES	PPA 200	PPA 206	PPA 207	PPA 210	PPA 220A	PPA 220B	PPA 230	PPA 240A	PPA 240B
(1) Critical and Integrative Thinking: Synthesize, analyze, and develop process and policy options									
a) Diagnose, map, and analyze decision-making processes, actors, and context.	S			P	S	P	P		P
b) Analyze systems and practices to surface systemic biases, including structural racism, that advance or impede a more just and equitable society.	S	S		P	S	P	S	S	S
c) Construct clear problem definitions concerning client interests and varied stakeholder perspectives.	P		S		P	P		P	
d) Identify reasonable alternatives to address problems.	S	S			P	P	S		S
e) Apply context-appropriate criteria to analyze and evaluate alternatives and offer solutions with attention to implementation strategies.		S		S	P	P	P		P
f) Identify, critically examine, and use relevant data to inform policy and administrative decisions.		P	P		S	S	S		P
g) Draw upon multiple disciplines to understand and address policy and administration problems.	S	S	S	S	P	S	P	S	S
h) Critically review literature to help understand and address a problem from various perspectives.			P	S		S		P	S
(2) Practical Applications: Apply knowledge and skills in a professional setting									
a) Critically use different analytical skills, processes, and tools to address policy and administration problems.		P	P	S	S	P	P	S	P
b) Work effectively in groups.	P	S				S		S	P
c) Identify and apply effective and inclusive public policy and administration leadership techniques.				S			P		P
d) Effectively communicate with different audiences to build an understanding of public problems and policy and administration strategies.		P	P	P	S	P	S		S
e) Write clearly and succinctly as appropriate to various audiences.	P	P	P	S	P	S	S	P	S
f) Use effective modes of verbal presentation with an awareness of audience and purpose.	P	S		S		S	S		P
(3) Professional Role: Recognize the role of professionals in society									
a) Recognize the role public servants play in advancing or impeding a more prosperous, just, equitable, and inclusive society.	P			P		S	S	S	
b) Understand obligations to advance public value consistent with the rule of law and an enduring search for reasonable and just action.	P	S		P	S		P	S	P
c) Consider ethical dimensions of choices in public policy and administration.	P	P	S	P	P	S	P	P	
d) Understand differences between analysis and advocacy, including insider and outsider roles.	P	P	S	P	S	S	S		S
e) Recognize professional role and responsibility/duty of care to your organization.		S		P			P	S	S

P = Primary Coverage, S = Secondary Coverage

Figure 2: PPA 200 Writing Prompt Fall 2022

What am I looking for in a PPA 200 policy paper?

All papers will...

(i.e., I will ask for rewrites and meetings in office hours until these things are fully baked. Papers that do not check all of these boxes will receive an "F".)

- Have a clearly stated, appropriately scoped problem statement
- Concretely explain why the problem may be considered a "wicked" problem, connecting explanation to key course content/readings
- Identify key stakeholders at the federal, state, local, and nonprofit levels
- Clearly identify each of their roles and explore coordination and conflict in their roles
- Demonstrate improvement and refinement across drafts

In addition,

An "A" paper will do all of the below

A "B" paper will do most, but not all of the below

A "C" paper will do about half of the below

A "D" paper will do fewer than a quarter of the below

History/Context:

- Develop a succinct policy history of the "wicked" problem, tracing the origins of the wicked problem, prior framings, its current formulation, prior solutions that have been attempted, and their successes/failures
- Explicitly link stakeholders, their roles, their prior framings, current framings, and their prior/current proposed solutions
- Use a critical lens to discuss the power dynamics between the stakeholders and their interests in maintaining the status quo/promoting change

Policy Analysis:

- Clearly identify one solution as the object of analysis
- Clearly identify one policy framework as the lens through which analysis will be conducted.
- Clearly, succinctly, and explicitly apply the key constructs of the framework to the problem and the chosen solution at the current moment in time.
- Discuss aspects of the problem/solution made salient and hidden by this framework
- Identify policy levers at other stakeholders' disposal to reach their preferred solution(s).

Administration/Implementation:

- Identify one public management framework (Bureaucratic/NPM/PVG)
- Explain the current state of policy implementation/administration for the chosen solution using that framework
- Discuss aspects of the solution made salient/hidden by this framework
- Identify a different framework and discuss how the solution might look different under this different administrative regime and the affordances/challenges of this framework.

Organization & Writing:

- Be well-organized, easy to read, free of typographical and grammatical errors
- Make an argument with clear and logical transitions between distinct, mutually supporting sections
- Have a conclusion that integrates and ties together each section into a coherent whole
- Back each assertion with evidence from course readings and credible outside sources
- Use appropriately formatted APA-style citations as needed

Figure 3: PPA 240A Writing Prompt Fall 2023

Guidelines for Final Paper

- **Due on December 12, 2022, at 6 p.m.**

Each day after this date will result in a one lower grade deduction.

- Please save your file name: Your Name_Final_240A and submit a word electronic copy to ahrum.chang@csus.edu
- In this final paper, you need to provide 1) Introduction, 2) Literature Review, and 3) Contributions and Implications.
- Section headings can be named differently and sub-sections can be added if necessary.
- I put some expected range of pages per each section.

<p>Introduction (around 1-2 pages)</p> <p>A synopsis of your research question and its significance</p> <p>Literature Review (around 5-6 pages except the tables/figures)</p> <p>Diagnosis of the state of research</p> <p>Contributions and Implications (around 1-2 pages)</p> <p>Policy or managerial implications, contributions and/or limitations and their application into practice</p> <p>References</p>
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1. Format specifications:

- No cover (or title) page
- Title should be centered and boldfaced, 14-point font
- All headings should be left-indented and boldfaced (For the detailed format of each heading, please see the attached sample writing.).
- Do not use bullet points in your academic paper.
- Times New Roman, double-spaced, 1-inch margin, 12-point font

- Include page numbers at the bottom center of your paper.
- No indent in the first paragraph in each section. Paragraphs should only be indented if they come directly after another paragraph. When you need to indent a paragraph, press the tab key.
- Please place tables and/or figures within the text to ease reader comprehension. Ensure that all tables and figures have appropriate titles and content should be properly labeled.

2. Basic rules for the reference list:

- Utilize APA Format for references. (<https://csus.libguides.com/APAstyle/referencelists>)
 - You don't need to include doi number at the end of each reference.
 - Also please use the APA format for your in-text citations.
- The reference list should be arranged in alphabetical order according to the author(s)' last names.
- If there is more than one work by the same author, order them according to their publication date – oldest to newest.
- When listing multiple authors of a source use "&" instead of "and".
- Capitalize only the first word of the title and of the subtitle, if there are one, and any proper names – i. e. only those words that are normally capitalized.
- Do not use "et al." in the Reference list at the end; names of all authors of a publication should be listed there.
- Every citation in text must have the detailed reference in the Reference section. Simultaneously, every citation in the Reference section should be cited in text.

3. Grading rubric:

Element (5pt each)	Description
Accuracy	Provide accurate information on the literature or relevant concept/topic
Coherence	Provide literature that is correspond with (or relevant with) the research questions/topic
Comprehensiveness	Present comprehensive overview of the literature on the topic
Critical analysis/synthesis	Present the critical analysis/synthesis of the topic in the literature

Ethics	No issue on plagiarism (see the note below) and APA citations
Logical	Present the argument based on the evidence and/or previous literature/reports with in-text citations
Thoroughness	Follow the general guidelines and format; No grammar, spelling, and/or punctuation errors.
Total Score (35pt)	

Note: According to academic honesty policy, plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution. Regardless of the means of appropriation, incorporation of another's work into one's own requires adequate identification and acknowledgement. Plagiarism is doubly unethical because it deprives the author of rightful credit and gives credit to someone who has not earned it. Acknowledgement is not necessary when the material used is common knowledge.

Plagiarism at Sacramento State includes but is not limited to:

The act of incorporating into one's own work the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work without giving appropriate credit thereby representing the product as entirely one's own. Examples include not only word-for-word copying, but also the "mosaic" (i.e., interspersing a few of one's own words while, in essence, copying another's work), the paraphrase (i.e., rewriting another's work while still using the other's fundamental idea or theory); fabrication (i.e., inventing or counterfeiting sources), ghost-writing (i.e., submitting another's work as one's own) and failure to include quotation marks on material that is otherwise acknowledged

Please Put Your Title Here: Centered and Boldfaced

I. Introduction

This is the first paragraph. There is no indent in the first paragraph. This is the first paragraph. There is no indent in the first paragraph (Selden et al., 1998). This is the first paragraph. There is no indent in the first paragraph. This is the first paragraph. There is no indent in the first paragraph. This is the first paragraph. There is no indent in the first paragraph (Ricucci & Van Ryzin, 2017). This is the first paragraph. There is no indent in the first paragraph. This is the first paragraph. There is no indent in the first paragraph. This is the first paragraph. There is no indent in the first paragraph. This is the first paragraph. There is no indent in the first paragraph. This is the first paragraph. There is no indent in the first paragraph.

References (this is an example)

Riccucci, N. M., & Van Ryzin, G. G. (2017). Representative bureaucracy: A lever to enhance social equity, coproduction, and democracy. *Public Administration Review*, 77(5), 21-30.

Selden, S. C., Brudney, J. L., & Kellough, J. E. (1998). Bureaucracy as a representative institution. Toward a reconciliation of bureaucratic government and democratic theory. *American Journal of Political Science*, 42(6), 717-744.

Figure 4: Spring 2024 PPA Learning Goal Objective of Assessment of Write Clearly and Succinctly to Various Audiences

Student #	Fall 22 PPA 200 Paper Score	Fall 22 PPA 200 Paper Comments	Fall 23 PPA 240A Paper Score	Fall 23 PPA 240 Paper Comments
1	4	Well-written report, targeting the specific audiences.	3	It was well-written but honestly tedious. Above all, the research question is unclear. This literature review covers many contents on history explanation or background, but not including what has been studied and what hasn't been studied. (Based on chat GPT?) It is not clear what the previous study has found on this topic. Students need to incorporate some discussion/previous literature that examines how each revenue source might be helpful, especially for those with low income and students of color. Abstract slightly touches on those aspects, but I cannot find the evidence in the body of text. It did not pinpoint the targeted audiences, but I can identify them from the contexts.
3	3.5	In this report, stakeholders are mentioned, and discussions are based on theoretical frameworks. However, this is because of what this assignment requires them to do. One tip for further improvement is to use more concise language.	4	It clearly shows the focus of the study and why it matters at the beginning. As a reader, I understand this literature review and its purpose. However, it needs to combine the previous literature to overview the themes, not presenting it one by one.
5	3.5	This report also has a stakeholder section and clearly presents its frameworks. But like said above, this is because this report requires writing these sections as a requirement.	3.5	This is an interesting topic. Yet, what has been studied in previous literature is not clear. Also, the student should have categorized the types of health issues or specified more the vulnerable populations in this study. That would be helpful for the clarity of this literature review. It did not pinpoint the targeted audiences, but I can identify them from the contexts.

Evaluator Name: _____ AC _____

Score Possibilities: (5) Superior Satisfaction, (4) Strong Satisfaction, (3) Satisfied, (2) Weak Satisfaction, (1) No Satisfaction

Figure 5: Spring 2024 PPA Learning Goal Objective of Assessment of **Write Clearly and Succinctly to Various Audiences**

Student #	Fall 22 PPA 200 Paper Score	Fall 22 PPA 200 Paper Comments	Fall 23 PPA 240A Paper Score	Fall 23 PPA 240 Paper Comments
1	4	Long sections could use sub-sections	4	Didn't follow formatting instructions
3	3	In places, adopts an informal tone	3	Lit review doesn't integrate
5	2	Informal tone, simplistic analysis, short	2	Lit review ends with advocacy; genre confusion
		** PPA 200 papers need better conclusions		** lit review: gaps, insights? What can an academic make of this?

Evaluator Name: _____ AK _____

Score Possibilities: (5) Superior Satisfaction, (4) Strong Satisfaction, (3) Satisfied, (2) Weak Satisfaction, (1) No Satisfaction

Figure 6: Spring 2024 PPA Learning Goal Objective of Assessment of **Write Clearly and Succinctly to Various Audiences**

Student #	Fall 22 PPA 200 Paper Score	Fall 22 PPA 200 Paper Comments	Fall 23 PPA 240A Paper Score	Fall 23 PPA 240 Paper Comments
1	4	Organization clear; language appropriate; sentences pitched at right level; conclusion somewhat vague and lacking in leaving reader with clear lessons; introduction is better if somewhat dry	4	Organization clear; details helpful; paragraphs are coherent; sentences generally use active verbs; no real introduction indicating where author is heading; conclusion lacking
3	2	Organization generally clear but discussion of stakeholders hard to track; paragraphs tend to have appropriate topic sentences; literature review too much like book reports at the expense of highlighting key themes; some grammar and writing errors though they tend not to be major ones	3	Introduction appropriate, setting stage well, though perhaps would work better if divided in two; all subsequent paragraphs organized around a key theme; sentences are appropriately couched; only a few writing errors; literature summaries should still seem less like book reviews; conclusion is helpful
5	5	Very well organized; each section clearly defined; all paragraphs have clear topic sentences, usually at the beginning; good use of action verbs; literature organized thematically rather than as book reports; introduction sets the stage and conclusion sums up in succinct manner; very easy to read	4	Well organized; section distinctions make sense and material is appropriately included within them; paragraphs have topic sentences; some action verbs but could have used more; conclusion should be split in two, dividing the research needs from the policy implications; language is appropriate for the topic

Evaluator Name: Ted Lascher

Score Possibilities: (5) Superior Satisfaction, (4) Strong Satisfaction, (3) Satisfied, (2) Weak Satisfaction, (1) No Satisfaction

Figure 7: Spring 2024 PPA Learning Goal Objective of Assessment of **Write Clearly and Succinctly to Various Audiences**

Student #	Fall 22 PPA 200 Paper Score	Fall 22 PPA 200 Paper Comments	Fall 23 PPA 240A Paper Score	Fall 23 PPA 240 Paper Comments
1	4	Audience? Longer conclusion. Well referenced. Logical structure. Clearly stated motivation. Appropriate complexity.	3	Audience? Purpose? Better organization is needed. Lacking conclusion.
3	3	Clear statement of purpose at start. Who is this written for? A Lit review is better constructed thematically than article by article. Not clear that identifying stakeholders. Articles are strung together without clear purpose. Better subheadings needed. Conclusion lays out purpose well and better placed at start. Conclusion needs more specific statements on what learned. Is title of article needed in APA style?	3	Prefer first person. Intro lays out the purpose of paper well. Is title of article needed in APA style? Prefer lit review in a thematic style rather than article-by-article. Not clear on whether poor health outcomes are due to farm exposure, lifestyle choices, or other? Or noted that clear solutions were not mentioned. Article choice?
5	4.5	Intro is short but spot on regarding laying out problem and organization. Subheadings would help. I like transitions between sections. Stakeholder positions well explained. Great explanations of concepts and then examples. Conclusion needs some statements of findings, rather than just a rehash of organization. Reference list is impressive.	3.5	Concise and appropriate intro paragraph. Lit review organized into themes. Second paragraph seems better placed as a conclusion. Too much emphasis on the severity of the problem. Not an appropriate conclusion.
				How are these PA related literature reviews?

Evaluator Name: Rob Wassmer

Score Possibilities: (5) Superior Satisfaction, (4) Strong Satisfaction, (3) Satisfied, (2) Weak Satisfaction, (1) No Satisfaction

Robert Wassmer

03/14/2024

Dianne Hyson

03/15/2024

Robert Wassmer

Interim Chairperson, PPA Department

Dianne Hyson

Dean, College of SSIS

Action Plan for Response of Sac State’s Department of Public and Administration to Self-Study Recommendations Delivered for NASPAA (Network of Schools of Public Policy, Affairs, and Administration) Accreditation on 10/24/2020

Degree: Master’s in Public Policy and Administration (MPPA)
 Academic Unit: Department of Public Policy and Administration (PPA)
 College: Social Sciences and Interdisciplinary Studies (SSIS)
 Date: 3/6/24

<u>Program Review Finding</u>	<u>Two-Year Goals (Jan 2023)</u>	<u>Four-Year Goals (Jan 2025)</u>	<u>Six-Year Goals (Jan 2027)</u>
<u>To Maintain Success</u>			
<p>(1) The Commission expects a detailed, concrete plan to implement a long-term, sustainable assessment enterprise appropriate for the program’s mission, goals, and structure. A successful program should discuss and document its assessment development and provide an assessment plan that describes the relationship between universal required competencies and program competencies, the strategies underlining the assessment of student learning outcomes, and its approach to programmatic improvement. How does the program’s assessment system provide comprehensive data on student learning? The assessment plan should further detail direct and indirect measures, rubrics for evaluation, faculty, and stakeholder involvement,</p>	<p><i>At the summer of 2022 PPA Department Retreat, two newly-hired junior faculty reviewed existing program goals and mission statements. We discussed how these goals and mission have contributed to the growth of our graduate program and discuss future paths to improve student learning.</i></p> <p>Success Indicator: Continue this work in the 2023-2024 AY with a focus of getting our assessment duties back on track in the spring of 2024.</p> <p>Responsible Parties: PPA Chair and Faculty.</p> <p>Resource Implications: We need no new resources because completed</p>	<p><i>Beginning in the spring of 2024 we have started the standard Annual Assessment Cycle required at Sac State to evaluate the (1) Impact of Annual Assessment Student Learning Actions, (2) Impact of Annual Assessment Student Success Actions, (3) New Learning Assessment Data to Action, and (4) New Student Success Assessment Data to Action. We will choose a learning objective to evaluate each cycle from the 19 included on learning objectives – core courses matrix found here. For the spring of 2024, the learning objective chosen was “write clearly and succinctly as appropriate to various audiences.”</i></p> <p>Success Indicator: Complete the above in the spring of 2024 and implement suggested changes in fall 2025.</p> <p>Responsible Parties: PPA Chair and Faculty.</p>	<p><i>Continue with standard Annual Assessment Cycle required at Sac State.</i></p> <p>Success Indicator: Complete the Annual Assessment each AY as noted to the left.</p> <p>Responsible Parties: PPA Chair and Faculty</p> <p>Resource Implications: No new resources needed because done during PPA biweekly department meetings and summer retreat.</p>

and how you plan to use analysis for overall program improvement.

during PPA biweekly department meetings and summer retreat.

Resource Implications: We need no new resources because completed during PPA biweekly department meetings and summer retreat.

(2) The Commission seeks further information on the program's mission review process. Besides graduate student representatives, which stakeholders were involved in the mission review? Were alumni and employers consulted? The Commission expects that an accredited program's mission statement is reviewed with input from program stakeholders.

Maintained existing MPPA Program's Mission Statement: "The Capital Campus's graduate programs in Public Policy and Administration prepare future leaders to address the complex issues that face California. We serve the State and the region by developing leaders with strong analytical tools and a deep commitment to public service." After extensive discussion and, with much consideration of student career choices and our market niche. PPA faculty agreed to maintain this as the department mission statement after discussion at the summer of 2022 PPA Department Retreat

At the PPA Department's summer 2024 retreat, we will consider a possible revision to the mission. If we determine such a change is desirable we will form a PPA Program Committee of students, alumni, and employers to assist in the process.

Success Indicator: Decision in summer of 2024 and if revision needed, done by spring of 2025.

Responsible Parties: PPA Chair and Faculty

Resource Implications: No new resources needed because done during PPA biweekly department meetings and summer retreat.

At the PPA Department's summer 2026 retreat, we will consider a possible revision to the mission. If we determine such a change is desirable we will form a PPA Program Committee of students, alumni, and employers to assist in the process.

Success Indicator: Decision in summer of 2026 and if revision needed, done by spring of 2027.

Responsible Parties: PPA Chair and Faculty.

Resource Implications: No new resources needed because done during PPA biweekly department meetings and summer retreat.

To Improve Student Learning

(3) The Commission requests additional information on the program's operationalized, mission-based policy for academically and professionally qualified faculty. Faculty who teach in accredited programs must be academically or professionally qualified. What formal expectations exist for determining faculty qualifications apart from a terminal degree? How does the program distinguish

The department hired two new junior faculty (Professor Chang and Kumar) that started in the fall of 2022, and conducted a search for an outside PPA Chairperson in AY 2022-2024 that we successfully completed with a fall 2024 start. The expectations for all these hires went beyond just a terminal degree and included qualification requirements like

We recognize the need to revisit the PPA Department's ARTP document found [here](#). We also do not have a specific document that applies to expectations related to the required post-tenure review process at Sac State. The process of considering a revision of our ARTP document and the creation of a post-tenure review document will start with an exploratory discussion in the summer of 2024 PPA Department Retreat and continue into PPA

Testing the practical applications of these revised documents regarding use in the hiring process and whether existing PPA Faculty decide to use these in their tenure process (which would be optional) and whether faculty up for post-tenure view the non-binding recommendations helpful.

Success Indicator: Positive feedback offered on the use of these document.

between and evaluate academic and professional qualifications? What expectations does the program have for demonstrating currency in research or community engagement? How does the program ensure the ongoing currency and expertise of its faculty? The program should articulate how it ensures faculty remain academically or professionally current in the field, particularly in their area of scholarship, and how faculty advance the program regarding its mission. The Commission seeks evidence of systematic steps and strategies for, and investment in, individual academic and professional career development to ensure that faculty members sustain and improve their academic and professional qualifications.

attention to issues of equity & power and professional/applied expertise in the practice of state and local public policy and administration.

Success Indicator: All the above completed and in the fall 2024 we will have a nucleus of three full-time PPA Faculty with the desired qualifications, and the need to hire another one for a fall 2025 start due to one other permanently retiring (Professor Lascher) and another (Professor Wassmer) entering quarter-time employment through FERP.

Responsible Parties: PPA Chair and Faculty.

Resource Implications: We need the SSIS Dean Sac State Provost to commit to an AY 2024-2025 search for a new PPA Faculty to start in fall 2025.

Department Meetings held in AY 2024/2025.

Success Indicator: Revised PPA Department ARTP and new Post-Tenure review document by the spring of 2025.

Responsible Parties: PPA Chair and Faculty

Resource Implications: No new resources needed because done during PPA biweekly department meetings and summer retreat.

Responsible Parties: PPA Chair and Faculty.

Resource Implications: No new resources needed because done during PPA biweekly department meetings and summer retreat.

To Improve Student Success

(4) The Commission requests additional information regarding the program's systematic approach to program evaluation. Based on the narrative, it is unclear whether the program has instituted a formal evaluation system, of which student learning assessment is just one component. The Commission seeks evidence that the program has

Nothing Completed

Before the Pandemic, we systematically evaluated the MPPA program based on learning objectives matching the core courses. The challenges of the pandemic years of 2020 to 2022 made it impossible to fully implement this systematic evaluation in AY 2022-2023. This was compounded by the loss of a full-time junior faculty member and the hiring of two junior and one senior

We will continue to implement this compliment angle to the MPPA Program's Assessment Plan restarted in the spring of 2024. We think of this as our student success plan. What are PPA students, and our own faculty assessments, telling us about changes needed to our program to improve student outcomes. For example, if a goal is to better meet career

implemented strategic management activities and that these processes evaluate progress toward achieving the program's objectives. Specifically, how does the program's evaluation of its program-wide performance expectations lead to programmatic improvements concerning faculty performance, serving students, and student learning beyond pedagogical changes? The program should relate its programmatic goals to measurable performance objectives and outcomes. As requested in the self-study instructions, a logic model or similar illustration could be helpful to show the connections between the various aspects of the program's goals, measurements, and outcomes.

faculty. Beginning in the spring of 2024, we are back on this assessment track by completing a Learning Objective Assessment and this overdue Action Plan.

Success Indicator: After a summer 2024 PPA Department Retreat to discuss the assessment strategy used earlier and possible ways to improve it, we will have it finalized by January 2025 and in compliance with the need to complete a Learning Objective Assessment every AY.

Responsible Parties: PPA Chair and Faculty.

Resource Implications: We need no new resources because completed during PPA biweekly department meetings and summer retreat.

expectations by allowing more opportunities to put theory into practice, then what are your number telling you about career attainment expectations.

We would like to have in place a self-assessment survey of desired competencies in the practice of public policy and administration to be given to entering MPPA students, graduating MPPA students, and alumna five years out that could offer a valuable record of our successes in creating value-added in this area and identifying areas that may still need further improvement.

Success Indicator: Look to measurable outcomes, as described above, to see if an observed goal met.

Responsible Parties: PPA Chair and Faculty.

Resource Implications: No new resources needed because done during PPA biweekly department meetings and summer retreat.

(5) The Commission seeks evidence that the program has established academic continuance and graduation standards and an advising system to support achieving those standards that students are

We have taken dramatic action to change our culminating experience (PPA 500) in the fall of 2022 from a traditional thesis expected to take two or more semesters to complete to either a project, academic paper, or portfolio described [here](#).

We will continue to monitor the success rate of this culminating project change. We will also undertake a survey of students involved in this new culminating project format in the fall of 2024.

We will continue to monitor the success rate of this culminating project change. We will also undertake a survey of students involved in this new culminating project format in the fall of 2026.

informed of and participate in. What services does the program provide to ensure a preponderance of admitted and enrolled students complete the degree? How does the program communicate with, advise, and support students, especially those experiencing challenges completing the degree? More specifically, how does the program ensure all students receive support throughout the program?

Success Indicator: The indicator we observed with only one semester (fall 2022) of this change in place was a 100% completion rate of all who began PPA 500. We consider this a huge success.

Responsible Parties: PPA Chair and Faculty.

Resource Implications: No new resources needed because done during PPA biweekly department meetings and summer retreat.

Success Indicator: Discussion and implementation of changes to PPA 500 based on student responses.

Responsible Parties: PPA Chair and Faculty.

Resource Implications: No new resources needed because done during PPA biweekly department meetings and summer retreat.

Success Indicator: Discussion and implementation of changes to PPA 500 based on student responses.

Responsible Parties: PPA Chair and Faculty.

Resource Implications: No new resources needed because done during PPA biweekly department meetings and summer retreat.

To Build Partnerships and Resource Developments to Enhance the Student Experience

(7) The Commission seeks substantial evidence regarding programmatic efforts to promote diversity and a climate of inclusiveness, specifically demonstrable evidence of good practice, a framework for evaluating diversity efforts, and the connection to the program's mission and objectives. Provide substantial evidence regarding programmatic efforts to promote diversity, equity, and a climate of inclusiveness, specifically

In a search for two new junior tenure-track PPA faculty in the spring of 2020 for a fall 2021 start, the search committee put together job descriptions that emphasized the desire to hire faculty with a strong grounding in the belief and practices of promoting and celebrating diversity, equity, and inclusion (DEI).

Success Indicator: We hired two new faculty members in the field of public administration with a firm grounding in DEI. A look through recently revised syllabi in MPPA core courses also indicates a far greater concentration on DEI-related topics than in the past.

We will continue to emphasize programmatic efforts on DEI principles in curriculum and pedagogy of MPPA courses. We also plan to discuss the development of a new PPA elective in a public administration topic that emphasizes the practical application DEI in a professional setting. In a planned summer 2024 PPA department retreat, we will discuss our previous efforts to embed DEI principles in the MPPA curriculum further, how best to evaluate these efforts, and what still needs completion.

Success Indicator: New DEI-themed class taught in the spring of 2024.

We will continue to emphasize programmatic efforts on DEI principles in curriculum and pedagogy of MPPA courses.

Success Indicator: Further efforts to embed DEI themes in our curriculum under way and new initiatives in place.

Responsible Parties: PPA Chair and Faculty.

Resource Implications: We need no new resources because completed during PPA biweekly department meetings and summer retreat.

demonstrable evidence of good practice, a framework for evaluating DEI efforts, and the connection to the program's mission and objectives. A diversity, equity, and inclusion plan links mission-based goals to measurable outcomes.

Working with our student association in 2021, we also established a scholarship for an MPPA student based upon an essay they write focusing on how they advance social and racial justice through the study and practice of public policy and administration.

Responsible Parties: PPA Chair and Faculty.

Resource Implications: University resources are used to complete and fund these hires. Decisions are made during PPA biweekly department meetings. The DEI scholarship drew on our external fundraising efforts.

Further efforts to embed DEI themes in our curriculum under way and new initiatives in place.

Responsible Parties: PPA Chair and Faculty.

Resource Implications: University resources are used to complete and fund these hires. Decisions are made during PPA biweekly department meetings. Fundraising for DEI scholarship continues.

To Improve Student Strategic and Budget Planning and Operational Effectiveness to Ensure Stability

(8) The Commission seeks additional information on the program's recruitment activities. Given the program's unique location, being "the field's only public university program within a 90-mile radius of the State Capitol," the Commission seeks to understand what barriers may prevent admitted students from enrolling. What mechanisms exist to evaluate the program's recruitment efforts? Is the 64%

The barriers that prevented qualified students from enrolling in the MPPA Program before the fall of 2022 was an enrollment cap of 20 students that comprised only one cohort starting an AY. This was pushing the feasible limit of students in a single class section taught for each of the MPPA's core courses. Beginning in the fall of 2022, PPA Faculty suggested, and the SSIS Dean agreed to increase this enrollment cap to 32 and teach all courses in two sections in an academic year. Thus, we effectively lowered our graduate student class size from 20 to 16, and raised the number of students served by over 50%. We offer considerable flexibility in our

In our new desired steady-state of 30 new MPPA students staying with the program till graduation, we have experienced lower admit-to-matriculation yield than anticipated and plan to increase the number admitted in the spring of 2024 for a fall 2024 start to 34. Anticipating a loss of about 10% over the summer before starting and during the first semester, we expect this to result in the desired number of 30 continuing students in a class.

Success Indicator: At least 30 students remain in the MPPA

Continue to assess whether admitting 34 students for the upcoming AY is achieving the goal of having 30 MPPA students continue into their second semester. If not, adjust accordingly.

Success Indicator: At least 30 students remain in the MPPA Program in the second semester of their attendance in January 2026 and 2027.

Responsible Parties: PPA Chair and Faculty.

Resource Implications: Under this plan of a steady-state enrollment of 30 new MPPA students each AY (or two cohorts

enrollment rate reported for the self-study year typical?

program with respect to number of courses taken. This enables an MPPA student to float between full and part time status during the whole time that they attend our program. We believe this is an important component that allows a student to slow down and thus not need to drop out, or speed up and complete sooner, all to best fit their life circumstances.

Success Indicator: in the fall of 2022 and fall of 2023 we had over 30 students begin the MPPA Program.

Responsible Parties: PPA Chair and Faculty.

Resource Implications: University resources used to complete and fund the hiring of two new PPA tenure-track junior faculty (one of them being a replacement for a resignation).

Program in the second semester of their attendance in January 2025.

Responsible Parties: PPA Chair and Faculty.

Resource Implications: One senior faculty member will be fully retiring after the fall of 2024, and another is planning to enter the Faculty Early Retirement Program in the Fall of 2025 and only teach two MPPA courses in the fall of each AY after that for the allowed five years. Therefore, we are in dire need of a new full-time faculty member to begin in the fall of 2025 to teach two sections of PPA 205 in the fall and two sections of PPA 220B in the spring. In addition, this new faculty member is need to supervise the 30 expected master’s culminating projects in an AY (or five sections of PPA 500 with 6 supervised students in each).

of 15 each). The PPA Program must maintain three full-time faculty members and a PPA Chairperson with a two-course teaching load throughout the academic year (as requested by the SSIS Dean).

Robert Wassmer

03/14/2024

Robert Wassmer

Interim Chairperson, PPA Department

Dianne Hyson

03/15/2024

Dianne Hyson

Dean, College of SSIS