

2015-2016 Annual Assessment Report Template

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or [contact us](#) for more help.

Report: MA Public Policy Administration

Question 1: Program Learning Outcomes

Q1.1.

Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) **did you assess?** [Check all that apply]

- ☒ 1. Critical Thinking
- ☐ 2. Information Literacy
- ☒ 3. Written Communication
- ☒ 4. Oral Communication
- ☒ 5. Quantitative Literacy
- ☒ 6. Inquiry and Analysis
- ☐ 7. Creative Thinking
- ☐ 8. Reading
- ☒ 9. Team Work
- ☒ 10. Problem Solving
- ☐ 11. Civic Knowledge and Engagement
- ☐ 12. Intercultural Knowledge and Competency
- ☒ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. Global Learning
- ☒ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☒ 18. Overall Competencies in the Major/Discipline
- ☐ 19. Other, specify any assessed PLOs not included above:

- a.
- b.
- c.

Q1.2.

Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs are **explicitly** linked to the Sac State BLGs:

Q1.2.1.

Do you have rubrics for your PLOs?

- ☐ 1. Yes, for all PLOs
- ☐ 2. Yes, but for some PLOs
- ☒ 3. No rubrics for PLOs
- ☐ 4. N/A
- ☐ 5. Other, specify:

Q1.3.

Are your PLOs closely aligned with the mission of the university?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

Q1.4.

Is your program externally accredited (other than through WASC Senior College and University Commission (WSCUC))?

- ☐ 1. Yes
- ☒ 2. No (skip to **Q1.5**)
- ☐ 3. Don't know (skip to **Q1.5**)

Q1.4.1.

If the answer to Q1.4 is **yes**, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

Q1.5.

Did your program use the *Degree Qualification Profile* (DQP) to develop your PLO(s)?

- ☐ 1. Yes
- ☒ 2. No, but I know what the DQP is
- ☐ 3. No, I don't know what the DQP is
- ☐ 4. Don't know

Q1.6.

Did you use action verbs to make each PLO measurable?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

(Remember: Save your progress)

Question 2: Standard of Performance for the Selected PLO

Q2.1.

Select **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you *checked the correct box* for this PLO in Q1.1):

Written Communication

Q2.1.1.

Please provide more background information about the **specific PLO** you've chosen in Q2.1.

We look at writing in a number of contexts including demonstrated competence, ability to write appropriately in different context, and getting adequate support.

Q2.2.

Has the program developed or adopted **explicit** standards of performance for this PLO?

- ☐ 1. Yes
- ☒ 2. No
- ☐ 3. Don't know
- ☐ 4. N/A

Q2.3.

Please **provide the rubric(s) and standards of performance** that you have developed for this PLO here or in the appendix.

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Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the PLO , the standard of performance, and the rubric that was used to measure the PLO:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. In SOME course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. In ALL course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. In the student handbook/advising handbook
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. In the university catalogue
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. On the academic unit website or in newsletters
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. In the assessment or program review reports, plans, resources, or activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. In new course proposal forms in the department/college/university
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. In the department/college/university's strategic plans and other planning documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. In the department/college/university's budget plans and other resource allocation documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Other, specify: <input type="text"/>

Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

Q3.1.

Was assessment data/evidence **collected** for the selected PLO?

- ☒ 1. Yes
- ☐ 2. No (skip to Q6)
- ☐ 3. Don't know (skip to Q6)
- ☐ 4. N/A (skip to Q6)

Q3.1.1.

How many assessment tools/methods/measures **in total** did you use to assess this PLO?

2

Q3.2.

Was the data **scored/evaluated** for this PLO?

- ☒ 1. Yes
- ☐ 2. No (skip to Q6)
- ☐ 3. Don't know (skip to Q6)
- ☐ 4. N/A (skip to Q6)

Q3.2.1.

Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected:

We have writing assessment assignments in different classes, especially the two introductory ones. We also ask students about achieving writing learning goals in multiple courses,

(Remember: Save your progress)

Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

Q3.3.

Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

- ☒ 1. Yes
- ☐ 2. No (skip to Q3.7)
- ☐ 3. Don't know (skip to Q3.7)

Q3.3.1.

Which of the following direct measures were used? [Check all that apply]

- ☐ 1. Capstone project (e.g. theses, senior theses), courses, or experiences
- ☒ 2. Key assignments from required classes in the program
- ☐ 3. Key assignments from elective classes
- ☐ 4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques
- ☐ 5. External performance assessments such as internships or other community-based projects

☐ 6. E-Portfolios

☐ 7. Other Portfolios

☐ 8. Other, specify:

Q3.3.2.

Please **explain** and **attach** the direct measure you used to collect data:



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Q3.4.

What tool was used to evaluate the data?

- ☐ 1. **No** rubric is used to interpret the evidence (skip to **Q3.4.4.**)
- ☒ 2. Used rubric developed/modified by the faculty who teaches the class (skip to **Q3.4.2.**)
- ☐ 3. Used rubric developed/modified by a group of faculty (skip to **Q3.4.2.**)
- ☐ 4. Used rubric pilot-tested and refined by a group of faculty (skip to **Q3.4.2.**)
- ☐ 5. The VALUE rubric(s) (skip to **Q3.4.2.**)
- ☐ 6. Modified VALUE rubric(s) (skip to **Q3.4.2.**)
- ☐ 7. Used other means (Answer **Q3.4.1.**)

Q3.4.1.

If you used other means, which of the following measures was used? [Check all that apply]

- ☐ 1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)
- ☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)
- ☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)
- ☐ 4. Other, specify: (skip to **Q3.4.4.**)

Q3.4.2.

Was the **rubric** aligned directly and explicitly **with the PLO**?

- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know
- ☒ 4. N/A

Q3.4.3.

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know
- ☒ 4. N/A

Q3.4.4.

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know
- ☒ 4. N/A

Q3.5.

How many faculty members participated in planning the assessment data **collection** of the selected PLO?

2

Q3.5.1.

How many faculty members participated in the **evaluation** of the assessment data for the selected PLO?

2

Q3.5.2.

If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know
- ☒ 4. N/A

Q3.6.

How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

Q3.6.1.

How did you **decide** how many samples of student work to review?

Q3.6.2.

How many students were in the class or program?

Q3.6.3.

How many samples of student work did you evaluated?

Q3.6.4.

Was the sample size of student work for the direct measure adequate?

- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

(Remember: Save your progress)

Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

Q3.7.

Were indirect measures used to assess the PLO?

- ☒ 1. Yes
- ☐ 2. No (skip to **Q3.8**)
- ☐ 3. Don't Know (skip to **Q3.8**)

Q3.7.1.

Which of the following indirect measures were used? [Check all that apply]

- ☐ 1. National student surveys (e.g. NSSE)
- ☐ 2. University conducted student surveys (e.g. OIR)
- ☒ 3. College/department/program student surveys or focus groups
- ☐ 4. Alumni surveys, focus groups, or interviews
- ☐ 5. Employer surveys, focus groups, or interviews
- ☐ 6. Advisory board surveys, focus groups, or interviews
- ☐ 7. Other, specify:

Q3.7.1.1.

Please explain and attach the indirect measure you used to collect data:

We survey students about meeting writing and other learning outcomes in every PPA core class.



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Q3.7.2.

If surveys were used, how was the sample size decided?

All students in class are surveyed.

Q3.7.3.

If surveys were used, how did you **select** your sample:

Q3.7.4.

If surveys were used, what was the response rate?

High

Question 3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

Q3.8.

Were external benchmarking data, such as licensing exams or standardized tests, used to assess the PLO?

- ☐ 1. Yes
- ☒ 2. No (skip to **Q3.8.2**)
- ☐ 3. Don't Know (skip to **Q3.8.2**)

Q3.8.1.

Which of the following measures was used? [Check all that apply]

- ☐ 1. National disciplinary exams or state/professional licensure exams
- ☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)
- ☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)
- ☐ 4. Other, specify:


Q3.8.2.

Were other measures used to assess the PLO?

- ☐ 1. Yes
- ☒ 2. No (skip to **Q4.1**)
- ☐ 3. Don't know (skip to **Q4.1**)

Q3.8.3.

If other measures were used, please specify:

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(Remember: Save your progress)

Question 4: Data, Findings, and Conclusions

Q4.1.



Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO for **Q2.1**:

We don't produce tables or graphs. The professors involved in the assessment summarize their findings at our annual retreat. We also share the data for the indirect measures.

 No file attached No file attached

Q4.2.

Are students doing well and meeting the program standard? If not, how will the program work to improve student performance of the selected PLO?

 No file attached No file attached

Q4.3.

For the selected PLO, the student performance:

- ☐ 1. **Exceeded** expectation/standard
- ☒ 2. **Met** expectation/standard
- ☐ 3. **Partially** met expectation/standard
- ☐ 4. Did not meet expectation/standard
- ☐ 5. No expectation/standard has been specified
- ☐ 6. Don't know

Question 4A: Alignment and Quality

Q4.4.

Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

- ☒ 1. Yes
☐ 2. No
☐ 3. Don't know

Q4.5.

Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

- ☐ 1. Yes
☐ 2. No
☒ 3. Don't know

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1.

As a result of the assessment effort and based on prior feedback from OAPA, do you anticipate *making any changes* for your program (e.g. course structure, course content, or modification of PLOs)?

- ☒ 1. Yes
☐ 2. No (skip to **Q5.2**)
☐ 3. Don't know (skip to **Q5.2**)

Q5.1.1.

Please describe *what changes* you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes.

We have developed a new, broad set of guidelines regarding writing in all PPA classes that is very specific about what we expect, what problematic writing is, what's appropriate and inappropriate, etc.

Q5.1.2.

Do you have a plan to assess the *impact of the changes* that you anticipate making?

- ☐ 1. Yes
☐ 2. No
☒ 3. Don't know

Q5.2.

How have the assessment data from the last annual assessment been used so far? [**Check all that apply**]

	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Modifying curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Improving advising and mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Revising learning outcomes/goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Revising rubrics and/or expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Developing/updating assessment plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Annual assessment reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Program review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Prospective student and family information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Alumni communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Program accreditation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. External accountability reporting requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Trustee/Governing Board deliberations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Strategic planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Institutional benchmarking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Academic policy development or modifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Institutional improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Resource allocation and budgeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. New faculty hiring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Professional development for faculty and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Recruitment of new students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Other, specify:

Q5.2.1.

Please provide a detailed example of how you used the assessment data above:


See earlier response.

(Remember: Save your progress)

Additional Assessment Activities

Q6.


Many academic units have collected assessment data on aspect of their program *that are not related to the PLOs* (i.e. impacts of an advising center, etc.). **If** your program/academic unit has collected data on program *elements*, please briefly report your results here:


 No file attached

 No file attached
Q7.What PLO(s) do you plan to assess next year? [**Check all that apply**]


- ☐ 1. Critical Thinking
- ☐ 2. Information Literacy
- ☐ 3. Written Communication
- ☐ 4. Oral Communication
- ☐ 5. Quantitative Literacy
- ☐ 6. Inquiry and Analysis
- ☐ 7. Creative Thinking
- ☐ 8. Reading
- ☐ 9. Team Work
- ☐ 10. Problem Solving
- ☐ 11. Civic Knowledge and Engagement
- ☐ 12. Intercultural Knowledge and Competency
- ☐ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. Global Learning
- ☐ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☐ 18. Overall Competencies in the Major/Discipline
- ☐ 19. Other, specify any PLOs not included above:

- a.
- b.
- c.

Q8. Please attach any additional files here:
 Fall 2015 PPA course assessments.pdf
44.05 KB

 Spring 2016 PPA Course Assessments.pdf
102.99 KB

 No file attached

 No file attached
Q8.1.

Have you attached any files to this form? If yes, please list every attached file here:

I've attached the survey assessments of each PPA core courses. These data show how well students believe the courses met learning goals included in our assessment plan and specified in each syllabus.

Program Information (Required)

P1.

Program/Concentration Name(s): [by degree]

MA Public Policy Administration

P1.1.

Program/Concentration Name(s): [by department]

Public Policy Administration MA

P2.

Report Author(s):

Ted Lascher

P2.1.

Department Chair/Program Director:

Ted Lascher

P2.2.

Assessment Coordinator:

Ted Lascher

P3.

Department/Division/Program of Academic Unit

Public Policy Admin.

P4.

College:

College of Social Sciences & Interdisciplinary Studies

P5.

Total enrollment for Academic Unit during assessment semester (see Departmental Fact Book):

65

P6.

Program Type:

- ☐ 1. Undergraduate baccalaureate major
- ☐ 2. Credential
- ☒ 3. Master's Degree
- ☐ 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)
- ☐ 5. Other, specify:

P7. Number of undergraduate degree programs the academic unit has?

0

P7.1. List all the names:

P7.2. How many concentrations appear on the diploma for this undergraduate program?

N/A

P8. Number of **master's degree programs** the academic unit has?

2

P8.1. List all the names:

Master of Public Policy and Administration

Master of Science in Urban Land Development

P8.2. How many concentrations appear on the diploma for this master's program?

0

P9. Number of **credential programs** the academic unit has?

0

P9.1. List all the names:

P10. Number of **doctorate degree programs** the academic unit has?

0

P10.1. List all the names:

When was your assessment plan ...	1. Before 2010-11	2. 2011-12	3. 2012-13	4. 2013-14	5. 2014-15	6. No Plan	7. Don't know
P11. developed?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
P11.1. last updated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

P11.3.Please attach your latest **assessment plan**:
 No file attached
P12.Has your program developed a **curriculum map**?

- ☐ 1. Yes
- ☒ 2. No
- ☐ 3. Don't know

P12.1.Please attach your latest **curriculum map**:
 No file attached
P13.Has your program indicated in the curriculum map where assessment **of student learning** occurs?

- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

P14.

Does your program have a capstone class?

- ☒ 1. Yes, indicate:
- ☐ 2. No
- ☐ 3. Don't know

P14.1.Does your program have **any** capstone project?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

(**Remember:** Save your progress)

Results of Course Assessments by course Fall 2015

Department of Public Policy and Administration
California State University, Sacramento

5 = excellently, 4 = very well, 3 = satisfactorily, 2 = poorly, 1 = not accomplished

California State University, Sacramento			Ranked											
Course Learning Objective	Enrolled	Polled	5	4	3	2	1	average						
PPA 200 Intro to PPA														
section 1														
■ 01. Construct clear definition of problems (1a)	21	18	<u>7</u> 38.9%	<u>7</u> 38.9%	<u>2</u> 11.1%	<u>2</u> 11.1%	<u>0</u> 0%	4.06						
■ 02. Work effectively in groups (2b)	21	18	<u>8</u> 44.4%	<u>5</u> 27.8%	<u>1</u> 5.6%	<u>4</u> 22.2%	<u>0</u> 0%	3.94						
■ 03. Write clearly and succinctly as appropriate to various audiences (2e)	21	18	<u>9</u> 50.0%	<u>4</u> 22.2%	<u>4</u> 22.2%	<u>0</u> 0%	<u>1</u> 5.6%	4.11						
■ 04. Consider the ethical dimensions of choices in public policy and administration (3b)	21	18	<u>7</u> 38.9%	<u>8</u> 44.4%	<u>3</u> 16.7%	<u>0</u> 0%	<u>0</u> 0%	4.22						
■ 05. Understand the difference between analysis and advocacy (3c)	21	18	<u>13</u> 72.2%	<u>1</u> 5.6%	<u>1</u> 5.6%	<u>1</u> 5.6%	<u>2</u> 11.1%	4.22						
■ 06. Understand the significance of diversity in effective public governance in California (3d)	21	18	<u>3</u> 16.7%	<u>5</u> 27.8%	<u>8</u> 44.4%	<u>1</u> 5.6%	<u>1</u> 5.6%	3.44						
■ 07. Understand the major research and/or professional conventions, practices, and methods of inquiry of the discipline (Writing Intensive)	21	18	<u>6</u> 33.3%	<u>9</u> 50.0%	<u>2</u> 11.1%	<u>1</u> 5.6%	<u>0</u> 0%	4.11						
■ 08. Understand the major formats, genres, and styles of writing used in the discipline (Writing Intensive)	21	18	<u>5</u> 27.8%	<u>9</u> 50.0%	<u>2</u> 11.1%	<u>2</u> 11.1%	<u>0</u> 0%	3.94						
■ 09. Practice reading and writing within the discipline (Writing Intensive)	21	18	<u>12</u> 66.7%	<u>4</u> 22.2%	<u>2</u> 11.1%	<u>0</u> 0%	<u>0</u> 0%	4.56						
■ 10. Practice reading and writing as a learning process that involves peer and instructor feedback, revision, critical reflection, and self-editing (Writing Intensive)	21	18	<u>12</u> 66.7%	<u>4</u> 22.2%	<u>1</u> 5.6%	<u>1</u> 5.6%	<u>0</u> 0%	4.5						
Overall Averages for section	21	18	<u>8</u> 45.6%	<u>6</u> 31.1%	<u>3</u> 14.4%	<u>1</u> 6.7%	<u>0</u> 0%	4.11						
PPA 205 Research														
section 1														
■ 01. Understand the importance of thinking systematically about how to answer social science questions, including understanding the advantages and limitations of different research designs and methods. (1c)	20	16	<u>14</u> 87.5%	<u>1</u> 6.3%	<u>1</u> 6.3%	<u>0</u> 0%	<u>0</u> 0%	4.81						
■ 02. Understand the advantages and limitations of using different ways to collect data, such as experiments, surveys, field research, and secondary data sets. (2a)	20	16	<u>13</u> 81.3%	<u>2</u> 12.5%	<u>1</u> 6.3%	<u>0</u> 0%	<u>0</u> 0%	4.75						
■ 03. Work effectively in groups.(2b)	20	16	<u>12</u> 75.0%	<u>1</u> 6.3%	<u>3</u> 18.8%	<u>0</u> 0%	<u>0</u> 0%	4.56						
■ 04. Frame and present problems effectively to different audiences. (2d)	20	16	<u>8</u> 50.0%	<u>3</u> 18.8%	<u>5</u> 31.3%	<u>0</u> 0%	<u>0</u> 0%	4.19						
■ 05. Write effectively for different audiences. (2e)	20	16	<u>9</u> 56.3%	<u>2</u> 12.5%	<u>4</u> 25.0%	<u>1</u> 6.3%	<u>0</u> 0%	4.19						
■ 06. Understand the difference between analysis and advocacy. (3c)	20	16	<u>7</u> 43.8%	<u>5</u> 31.3%	<u>3</u> 18.8%	<u>1</u> 6.3%	<u>0</u> 0%	4.12						
Overall Averages for section	20	16	<u>10</u> 65.6%	<u>2</u> 14.6%	<u>3</u> 17.7%	<u>0</u> 2.1%	<u>0</u> 0%	4.44						
PPA 220A Economic Analysis I														
section 1														
■ 01. Using the methods of Bardach and CAM analysis, learn to effectively construct and use a clear definition of a policy problem. (1a)	20	19	<u>3</u> 15.8%	<u>7</u> 36.8%	<u>8</u> 42.1%	<u>0</u> 0%	<u>1</u> 5.3%	3.58						
■ 02. Using the methods of Bardach and CAM analysis, identify reasonable alternatives to address a clearly defined policy problem. (1b)	20	18	<u>2</u> 11.1%	<u>9</u> 50.0%	<u>5</u> 27.8%	<u>2</u> 11.1%	<u>0</u> 0%	3.61						
■ 03. Using the methods of Bardach and CAM analysis, identify and use appropriate criteria to evaluate these alternatives. (1c)	20	18	<u>2</u> 11.1%	<u>6</u> 33.3%	<u>8</u> 44.4%	<u>2</u> 11.1%	<u>0</u> 0%	3.44						

Results of Course Assessments by course Fall 2015

Department of Public Policy and Administration
California State University, Sacramento

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Course Learning Objective	Enrolled	Polled	Ranked										average
			5	4	3	2	1						
■ 04. Understand the important role of economic concepts (i.e., supply, demand, markets, perfect competition, monopoly, consumer and producer surplus, externalities, public goods) in public policy. (1e)	20	18	<u>8</u> 44.4%	<u>8</u> 44.4%	<u>1</u> 5.6%	<u>1</u> 5.6%	<u>0</u> 0%						4.28
■ 05. Practice writing clearly and succinctly as appropriate to various audiences to summarize the application of economic concepts to policy issues. (2e)	20	18	<u>7</u> 38.9%	<u>5</u> 27.8%	<u>5</u> 27.8%	<u>1</u> 5.6%	<u>0</u> 0%						4
■ 06. Understand that the role of the policy analyst is to offer advice to policymakers on the desirability of alternative solutions to a policy problem. Both ethical and value neutrality are desired in policy analysis. If personal values enter a policy analysis, they must be noted. (3c)	20	18	<u>7</u> 38.9%	<u>10</u> 55.6%	<u>1</u> 5.6%	<u>0</u> 0%	<u>0</u> 0%						4.33
■ 07. Understand the major research and/or professional conventions, practices, and methods of inquiry used in economics for policy analysis. (Writing Intensive)	20	18	<u>4</u> 22.2%	<u>7</u> 38.9%	<u>7</u> 38.9%	<u>0</u> 0%	<u>0</u> 0%						3.83
■ 08. Understand the major formats, genres, and styles of writing used in economics for policy analysis. (Writing Intensive)	20	18	<u>4</u> 22.2%	<u>5</u> 27.8%	<u>5</u> 27.8%	<u>4</u> 22.2%	<u>0</u> 0%						3.5
■ 09. Understand the major research and/or professional conventions, practices, and methods of inquiry of economics for policy analysis. (Writing Intensive)	20	18	<u>4</u> 22.2%	<u>5</u> 27.8%	<u>7</u> 38.9%	<u>2</u> 11.1%	<u>0</u> 0%						3.61
■ 10. Practice reading and writing as a learning process that involves peer and instructor feedback, revision, critical reflection, and self-editing. (Writing Intensive)	20	18	<u>5</u> 27.8%	<u>9</u> 50.0%	<u>3</u> 16.7%	<u>1</u> 5.6%	<u>0</u> 0%						4
Overall Averages for section	20	18	<u>5</u> 25.4%	<u>7</u> 39.2%	<u>5</u> 27.6%	<u>1</u> 7.2%	<u>0</u> 0%						3.82
PPA 230 Public Budgeting section 1													
■ 01. Identify reasonable alternatives to address state and local budget and fiscal problems. (1b)	15	14	<u>13</u> 92.9%	<u>1</u> 7.1%	<u>0</u> 0%	<u>0</u> 0%	<u>0</u> 0%						4.93
■ 02. Analyze and evaluate alternatives for addressing state and local budget and fiscal problems, and offer solutions to these problems based upon this analysis. (1c)	15	14	<u>13</u> 92.9%	<u>0</u> 0%	<u>1</u> 7.1%	<u>0</u> 0%	<u>0</u> 0%						4.86
■ 03. Use different analytical skills and tools strategically in the examination of budget and fiscal issues. (2a)	15	14	<u>13</u> 92.9%	<u>0</u> 0%	<u>0</u> 0%	<u>1</u> 7.1%	<u>0</u> 0%						4.79
■ 04. Understand your obligation to advance public value when considering how to raise and expend public funds. (3a.)	15	14	<u>13</u> 92.9%	<u>1</u> 7.1%	<u>0</u> 0%	<u>0</u> 0%	<u>0</u> 0%						4.93
■ 05. Consider the ethical dimensions of choices in the realm of state and local finance. (3b)	15	14	<u>13</u> 92.9%	<u>1</u> 7.1%	<u>0</u> 0%	<u>0</u> 0%	<u>0</u> 0%						4.93
Overall Averages for section	15	14	<u>13</u> 92.9%	<u>1</u> 4.3%	<u>0</u> 0%	<u>0</u> 0%	<u>0</u> 0%						4.89
PPA 240A Management I section 1													
■ 01. Analyze and evaluate alternatives and offer solutions (1c)	14	10	<u>1</u> 10.0%	<u>5</u> 50.0%	<u>3</u> 30.0%	<u>1</u> 10.0%	<u>0</u> 0%						3.6
■ 02. Draw upon multiple disciplines to understand and address policy and administrative problems (1e)	14	10	<u>3</u> 30.0%	<u>3</u> 30.0%	<u>3</u> 30.0%	<u>1</u> 10.0%	<u>0</u> 0%						3.8
■ 03. Effectively review a literature to help address a problem (1f)	14	10	<u>1</u> 10.0%	<u>8</u> 80.0%	<u>0</u> 0%	<u>1</u> 10.0%	<u>0</u> 0%						3.9
■ 04. Work effectively in groups (2b)	14	10	<u>3</u> 30.0%	<u>6</u> 60.0%	<u>1</u> 10.0%	<u>0</u> 0%	<u>0</u> 0%						4.2

Results of Course Assessments by course Fall 2015

Department of Public Policy and Administration
California State University, Sacramento

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Course Learning Objective		Enrolled Polled		Ranked										average	
				5		4		3		2		1			
■	05. Understand the critical role of effective leadership in the public sector (2c)	14	10	<u>4</u>	40.0%	<u>3</u>	30.0%	<u>2</u>	20.0%	<u>1</u>	10.0%	<u>0</u>	0%		4
■	06. Understand the significance of diversity in effective public governance in California (3d)	14	10	<u>3</u>	30.0%	<u>3</u>	30.0%	<u>3</u>	30.0%	<u>0</u>	0%	<u>1</u>	10.0%		3.7
Overall Averages for section		14	10	<u>2</u>	25.0%	<u>5</u>	46.7%	<u>2</u>	20.0%	<u>1</u>	0%	<u>0</u>	1.7%		3.87

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California State University, Sacramento			Ranked						
Course	Learning Objective	Enrolled	Polled	5	4	3	2	1	average
Overall Totals and Averages			Fall 2015						
	Number Enrolled	Number Polled	ranked5	ranked4	ranked3	ranked2	ranked1	Overall Average	
totals	689	587	271	172	106	32	6		
averages	18.62	15.86	7.32	4.65	2.86	0.86	0.16	4.14	
	100%	85.20%	39.33%	24.96%	15.38%	4.64%	0.87%		

Results of Course Assessments by course Spring 2016

Department of Public Policy and Administration
California State University, Sacramento

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California State University, Sacramento

Course Learning Objective	Enrolled	Polled	Ranked										average
			5	4	3	2	1						
PPA 207 Quantitative Analysis													
section 1													
■ 01. Learn to apply the analytic tool of regression analysis to offer insights into a particular policy or administration concern. (1d)	16	11	<u>5</u>	45.5%	<u>5</u>	45.5%	<u>0</u>	0%	<u>1</u>	9.1%	<u>0</u>	0%	4.27
■ 02. Learn the knowledge and skills necessary to produce and interpret a credible regression analysis. (1e)	16	11	<u>6</u>	54.5%	<u>3</u>	27.3%	<u>1</u>	9.1%	<u>1</u>	9.1%	<u>0</u>	0%	4.27
■ 03. Learn how to access relevant data and literature to complete a credible regression analysis. (2d)	16	11	<u>6</u>	54.5%	<u>4</u>	36.4%	<u>1</u>	9.1%	<u>0</u>	0%	<u>0</u>	0%	4.45
■ 04. Effectively review empirically-based literature to assist in the creation of a regression analysis. (1f)	16	11	<u>6</u>	54.5%	<u>5</u>	45.5%	<u>0</u>	0%	<u>0</u>	0%	<u>0</u>	0%	4.55
■ 05. Practice writing a regression-based research study in a manner that is theoretically sound and also understandable to a non-statistical audience. (2e)	16	11	<u>7</u>	63.6%	<u>2</u>	18.2%	<u>1</u>	9.1%	<u>1</u>	9.1%	<u>0</u>	0%	4.36
Overall Averages for section	16	11	<u>6</u>	54.5%	<u>4</u>	34.5%	<u>1</u>	5.5%	<u>1</u>	5.5%	<u>0</u>	0%	4.38

Results of Course Assessments by course Spring 2016

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California State University, Sacramento					Ranked									
Course Learning Objective	Enrolled	Polled	5	4	3	2	1	average						
PPA 210 Political Env. of Policy Making														
section 1														
■ 01. - Understand the multiple streams model of how and why policies are chosen. - Understand how to recognize when to advance policies based on whether windows of opportunity are open or closed. - Understand how the way a policy choice is framed affects its potential for support. - Learn a variety of analytical tools that are helpful in the political arena (e.g., tools to resolve collective action problems, negotiation skills). - Learn how to recognize when to advance policies based on whether windows of opportunity are open or closed (2a)	25	16	<u>8</u>	50.0%	<u>8</u>	50.0%	<u>0</u>	0%	<u>0</u>	0%	<u>0</u>	0%	4.5	
■ 02. - Understand how political entrepreneurship affects what policy choices are made. (2c)	25	15	<u>7</u>	46.7%	<u>6</u>	40.0%	<u>2</u>	13.3%	<u>0</u>	0%	<u>0</u>	0%	4.33	
■ 03. - Understand how to frame and present problems to different audiences to optimize understanding. (2d)	25	15	<u>6</u>	40.0%	<u>6</u>	40.0%	<u>2</u>	13.3%	<u>1</u>	6.7%	<u>0</u>	0%	4.13	
■ 04. - Consider how public policy choices may be viewed from different ethical frameworks (e.g., utilitarianism, Rawlsian justice). (3b)	25	15	<u>8</u>	53.3%	<u>3</u>	20.0%	<u>4</u>	26.7%	<u>0</u>	0%	<u>0</u>	0%	4.27	
■ 05. - Understand the difference between analysis and advocacy (3c)	25	15	<u>9</u>	60.0%	<u>2</u>	13.3%	<u>4</u>	26.7%	<u>0</u>	0%	<u>0</u>	0%	4.33	
■ 06. - Understood how the diversity of political actors affects the type of policy choices that are made. - Understand the significance of diversity in effective public governance in California. (3d)	25	14	<u>7</u>	50.0%	<u>4</u>	28.6%	<u>3</u>	21.4%	<u>0</u>	0%	<u>0</u>	0%	4.29	
Overall Averages for section	25	15	<u>8</u>	50.0%	<u>5</u>	32.2%	<u>2</u>	16.7%	<u>0</u>	0%	<u>0</u>	0%	4.31	

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California State University, Sacramento			Ranked										
Course Learning Objective	Enrolled	Polled	5	4	3	2	1	average					
PPA 220B Economic Analysis II													
section 1													
■ 01. Understand the basic process of how to conduct a benefit cost assessment (BCA) and have a working knowledge of some of the specific techniques necessary to do it. (2a)	19	12	<u>3</u>	25.0%	<u>7</u>	58.3%	<u>2</u>	16.7%	<u>0</u>	0%	<u>0</u>	0%	4.08
■ 02. Learn to apply the concepts of benefit-cost assessment (BCA) to a particular California public policy (for example High Speed Rail) and to appreciate this policy tool's relevance to gaining a better understanding of how to structure a policy intervention. (2d)	19	12	<u>2</u>	16.7%	<u>8</u>	66.7%	<u>2</u>	16.7%	<u>0</u>	0%	<u>0</u>	0%	4
■ 03. Be able to apply a specific public policy "tool" (Government Failure, Comparative Institutional Analysis, Microeconomic Based Market Analysis, Market Failure Approach, BCA, etc.) to a California relevant public policy concern in order to gain a better understanding of how "best" to deal with it. (1d)	19	12	<u>9</u>	75.0%	<u>2</u>	16.7%	<u>1</u>	8.3%	<u>0</u>	0%	<u>0</u>	0%	4.67
■ 04. Gain a greater comfort in your ability to make a public presentation and engage in a public discussion on a public policy topic. (2f)	19	11	<u>3</u>	27.3%	<u>5</u>	45.5%	<u>3</u>	27.3%	<u>0</u>	0%	<u>0</u>	0%	4
■ 05. Explore further how the framing of a policy problem in terms of "what is fair" or "what is efficient" results in the choice of different "best" solutions. (1c)	19	12	<u>5</u>	41.7%	<u>4</u>	33.3%	<u>3</u>	25.0%	<u>0</u>	0%	<u>0</u>	0%	4.17
■ 06. Compose a white paper on a policy problem that lays out its background, a formal analytic way of thinking about solutions to it, and evaluates the solutions put forward to deal with it. (2e)	19	12	<u>4</u>	33.3%	<u>4</u>	33.3%	<u>3</u>	25.0%	<u>1</u>	8.3%	<u>0</u>	0%	3.92
Overall Averages for section	19	12	<u>4</u>	36.6%	<u>5</u>	42.3%	<u>2</u>	19.7%	<u>0</u>	1.4%	<u>0</u>	0%	4.14

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California State University, Sacramento

Course Learning Objective	Enrolled	Polled	Ranked										average
			5	4	3	2	1						
PPA 240B Management II													
section 1													
■ 01. Draw upon multiple disciplines to understand address policy and administrative problems (evaluation and leadership papers and Yolo projects). (1e)	11	11	<u>6</u>	54.5%	<u>4</u>	36.4%	<u>1</u>	9.1%	<u>0</u>	0%	<u>0</u>	0%	4.45
■ 02. Use different analytical skills and tools strategically (leadership paper and Yolo projects). (2a)	11	9	<u>6</u>	66.7%	<u>2</u>	22.2%	<u>1</u>	11.1%	<u>0</u>	0%	<u>0</u>	0%	4.56
■ 03. Work effectively in groups (Yolo projects and class work). (2b)	11	11	<u>6</u>	54.5%	<u>2</u>	18.2%	<u>2</u>	18.2%	<u>1</u>	9.1%	<u>0</u>	0%	4.18
■ 04. Work effectively in groups (Yolo projects and class work).(2c)	11	11	<u>5</u>	45.5%	<u>3</u>	27.3%	<u>2</u>	18.2%	<u>1</u>	9.1%	<u>0</u>	0%	4.09
■ 05. Use an articulate and confident style of oral presentation (Yolo projects and class work). (2f)	11	11	<u>7</u>	63.6%	<u>3</u>	27.3%	<u>1</u>	9.1%	<u>0</u>	0%	<u>0</u>	0%	4.55
■ 06. Understand your obligation to advance public value (Yolo projects and class work). (3a)	11												
Overall Averages for section	11	11	<u>6</u>	56.6%	<u>3</u>	26.4%	<u>1</u>	13.2%	<u>0</u>	3.8%	<u>0</u>	0.0%	4.36

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Course Learning Objective	Enrolled	Polled	Ranked					average
			5	4	3	2	1	

Overall Totals and Averages

Spring 2016

	Number Enrolled	Number Polled	ranked5	ranked4	ranked3	ranked2	ranked1	Overall Average
totals	410	269	131	92	39	7	0	
averages	17.83	11.7	5.95	4.18	1.77	0.32	0	4.29
	100%	65.61%	31.95%	22.44%	9.51%	1.71%	0.00%	