

Assessment Plan with Results

Program: MPP
AY 2015/2016

Program Outcomes	Learning Opportunities:	Assessment Methods/Measures:	Target Levels/Benchmarks	When Will Assessment Be Conducted and Reviewed?	Results	Analysis and Actions taken	Results 2017/2018	Analysis and Actions taken 2017/2018	Results 2018/2019	Analysis and Actions taken 2018/2019	Results 2019/2020	Analysis and Actions taken 2019/2020
Students are able to lead and manage diverse teams working on a range of interdisciplinary challenges	<ul style="list-style-type: none"> Required core courses (5201, 5231, 5232, 5202, 5211, 5212) 	<ul style="list-style-type: none"> Portfolio of research papers prepared in core courses assessed from managerial knowledge standpoint Self-assessment at entry and exit Alumni survey 	<ul style="list-style-type: none"> 75% of portfolios include treatment of management and leadership issues in analysis based on rubric. 70% of students report improvement based on self-assessments 50% of alumni report using skills effectively to manage in interdisciplinary settings 	<ul style="list-style-type: none"> At entry and following completion of coursework One year after graduation/in next annual review 	<ul style="list-style-type: none"> Core courses portfolios achieving PPAD goals to improve the program, particularly in ensuring that students earned core group of professional competencies including managerial and leadership skills. 19 thesis successfully defended in the academic year 2015/2016 No surveys have been yet conducted 	<ul style="list-style-type: none"> Will keep monitoring the core courses portfolios and updating to meet the planned target levels. Faculty and advisors will keep orienting students for producing more application focused theses. The department will develop a standardized survey to be distributed 	<ul style="list-style-type: none"> Core courses portfolios achieving PPAD goals to improve the program, particularly in ensuring that students earned core group of professional competencies including managerial and leadership skills. 12 thesis successfully defended in the academic year 2017/2018 	<ul style="list-style-type: none"> Programs directors are in the process of reviewing the curriculum map of the program to take action on the following: <ul style="list-style-type: none"> - Development of core and elective courses. - Deletion of the outdated courses - Adoption of new courses. Faculty and advisors will keep orienting students for producing more application focused theses. The department surveyed graduates of the program to assess their feedback and measuring it with the program 	<ul style="list-style-type: none"> Core courses portfolios achieving PPAD goals to improve the program, particularly in ensuring that students earned core group of professional competencies including managerial and leadership skills. 12 thesis successfully defended in the academic year 2017/2018 	<ul style="list-style-type: none"> Programs directors are in the process of reviewing the curriculum map of the program to take action on the following: <ul style="list-style-type: none"> - Development of core and elective courses. - Deletion of the outdated courses - Adoption of new courses. Faculty and advisors will keep orienting students for producing more application focused theses. The department surveyed graduates of 	<ul style="list-style-type: none"> New Catalog is launched for MPP Program with new course offerings and new specializations in addition to the development of current specializations and courses. Theses proposals are accepted and successfully defended. Department continues its assessments efforts to better develop the academic content offered to graduate students of PPAD. 	<ul style="list-style-type: none"> Students are coping well with new catalog applied and it meets programs outcomes. Faculty and advisors are working on developing a better ways for students advising and thesis production. Analysis of assessment and surveys results.

						ed among PPAD alumni for assessing their feedback and measuring it with the program learning outcomes.		learning outcomes		the program to assess their feedback and measuring it with the program learning outcomes		
Students demonstrate expertise in one or more public policy issue areas and the tools and concepts used to address them	<ul style="list-style-type: none"> • Concentration courses (vary depending on concentration) • Thesis 	<ul style="list-style-type: none"> • Review of concentration research paper portfolio • Quality of thesis methodology and analysis sections as assessed by committee against rubric • Alumni survey 	<ul style="list-style-type: none"> • 70% of portfolios show professional level of expertise in target area based on faculty review • Thesis committee assess 20% VG, 60% G/better (<40% adequate only) in understanding of the issues and use of analytic tools in target area • 50% of alumni report using issue-area skills effectively 	<ul style="list-style-type: none"> • After completion of coursework/in annual review • At defense/in annual review 	<ul style="list-style-type: none"> • Faculty assessment of final papers and course work delivered by the students proved that MPP students achieved the required target levels of demonstrating expertise in public policy issues. • Theses delivered during the academic year 2015/2016 also reflect high level of analytic skills and students ability of defending and proving 	<ul style="list-style-type: none"> • Results will be used to further enhance the professional expertise of MPP students in policy issues areas. 	<ul style="list-style-type: none"> • Faculty assessment of final papers and course work delivered by the students proved that MPP students achieved the required target levels of demonstrating expertise in public policy issues. • Theses delivered during the academic year 2017/2018 also reflect high level of analytic skills and students ability of defending and proving research findings. 	<ul style="list-style-type: none"> • Results will be used to further enhance the professional expertise of MPP students in policy issues areas. 	<ul style="list-style-type: none"> • Faculty assessment of final papers and course work delivered by the students proved that MPP students achieved the required target levels of demonstrating expertise in public policy issues. • Theses delivered during the academic year 2017/2018 also reflect high level of analytic skills and students ability of defending and proving research findings. 	<ul style="list-style-type: none"> • Results will be used to further enhance the professional expertise of MPP students in policy issues areas. 	<ul style="list-style-type: none"> • Faculty assessment of final papers and course work delivered by the students proved that MPP students achieved the required target levels of demonstrating expertise in public policy issues. • Theses delivered during the academic year 2017/2018 also reflect high level of analytic skills and students ability of defending and proving research findings. 	<ul style="list-style-type: none"> • Results will be used to further enhance the professional expertise of MPP students in policy issues areas.

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Students understand all phases of the policy process, including using, defining and conducting applied research and translating the findings into policy-relevant and actionable recommendations	<ul style="list-style-type: none"> Require core courses (5201, 5231, 5232, 5202, 5211, 5212) Thesis 	<ul style="list-style-type: none"> Portfolio of research papers prepared in core courses assessed from process standpoint Assessment in 5298 (if taken – mandatory for entrants from 2010 onwards) Quality of thesis Alumni survey 	<ul style="list-style-type: none"> 75% of portfolios reflect analysis of policy process, 60% showing good performance based on rubric. 5298 report confirms adequate skills for standard based on rubric Thesis committee assess 20% VG, 60% G/better (<40% adequate only) in overall assessment against rubric 50% of alumni report improved understanding of policy process has aided performance 	<ul style="list-style-type: none"> After completion of core sequence End of 5298 course (thesis research seminar) each semester Following defense 	<ul style="list-style-type: none"> Core courses grades and results and the research papers evaluations reflect good performance achieved by students in the area of analysis of policy process. Students' performance in PPAD 5298 proved adequate level of skills and competencies required to produce theses that meet the required 	<ul style="list-style-type: none"> Assessment results of course portfolios and the level of the quality of the theses delivered will be used to feed back into coursework to ensure students have competencies of policy process making and evaluation, defining and conducting applied research and translating the research findings into policy relevant recommendations. 	<ul style="list-style-type: none"> Core courses grades and results and the research papers evaluations reflect good performance achieved by students in the area of analysis of policy process. Students' performance in PPAD 5298 proved adequate level of skills and competencies required to produce theses that meet the required standards of public policy program. 	<ul style="list-style-type: none"> Assessment results of course portfolios and the level of the quality of the theses delivered will be used to feed back into coursework to ensure students have competencies of policy process making and evaluation, defining and conducting applied research and translating the research findings into policy relevant recommendations. 	<ul style="list-style-type: none"> Core courses grades and results and the research papers evaluations reflect good performance achieved by students in the area of analysis of policy process. Students' performance in PPAD 5298 proved adequate level of skills and competencies required to produce theses that meet the required standards of public policy program. 	<ul style="list-style-type: none"> Assessment results of course portfolios and the level of the quality of the theses delivered will be used to feed back into coursework to ensure students have competencies of policy process making and evaluation, defining and conducting applied research and translating the research findings into policy relevant recommendations. 	<ul style="list-style-type: none"> Core courses grades and results and the research papers evaluations reflect good performance achieved by students in the area of analysis of policy process. Students' performance in PPAD 5298 proved adequate level of skills and competencies required to produce theses that meet the required standards of public policy program. 	<ul style="list-style-type: none"> Assessment results of course portfolios and the level of the quality of the theses delivered will be used to feed back into coursework to ensure students have competencies of policy process making and evaluation, defining and conducting applied research and translating the research findings into policy relevant recommendations.

					standards of public policy program.	conducting applied research and translating the research findings into policy relevant recommendations.				encies required to produce theses that meet the required standards of public policy program.			
Students are able to use a range of qualitative and quantitative, evidence-based tools to analyze policy problems and assess possible solutions	<ul style="list-style-type: none"> Require core courses (5201, 5231, 5232, 5202, 5211, 5212) Thesis 	<ul style="list-style-type: none"> Portfolio of research papers prepared in core courses assessed from analytic standpoint Quality of thesis Alumni survey 	<ul style="list-style-type: none"> 65% of portfolios demonstrate application of analytic tools to policy problems, based on faculty review of a sample of portfolios Thesis committee assess 20% VG, 60% G/better (<40% adequate only) in use of data and analysis and thorough analysis of organizational and administrative issues 30% of alumni report using quantitative/qualitative tools in their work effectively 	<ul style="list-style-type: none"> Following completion of core coursework Following defense 	<ul style="list-style-type: none"> Course portfolios evaluations indicate adequate achievement of the pre set target levels for raising students' demonstration of analytical skills and management of policy problems. MPP these delivered reflects good analysis of organizational and administration issues along with policy issues. 	<ul style="list-style-type: none"> Using the assessment of the quality of the theses with respect to use of analytic techniques and quantitative/qualitative data and evidence and incorporation of administrative/regulator aspects into the thesis will be used to 	<ul style="list-style-type: none"> Course portfolios evaluations indicate adequate achievement of the pre set target levels for raising students' demonstration of analytical skills and management of policy problems. MPP these delivered reflects good analysis of organizational and administration issues along with policy issues. 	<ul style="list-style-type: none"> Using the assessment of the quality of the theses with respect to use of analytic techniques and quantitative/qualitative data and evidence and incorporation of administrative/regulator aspects into the thesis will be used to feed back into coursework to ensure students have met the required competencies. Encouraging the students to develop their research/theses work to be presented in 	<ul style="list-style-type: none"> Course portfolios evaluations indicate adequate achievement of the pre set target levels for raising students' demonstration of analytical skills and management of policy problems. MPP these delivered 	<ul style="list-style-type: none"> Using the assessment of the quality of the theses with respect to use of analytic techniques and quantitative/qualitative data and evidence and incorporation of administrative/regulator aspects into the thesis will be used to feed back into coursework to ensure students have met the required competencies. 	<ul style="list-style-type: none"> Course portfolios evaluations indicate adequate achievement of the pre set target levels for raising students' demonstration of analytical skills and management of policy problems. MPP these delivered reflects good analysis of organizational and administration issues along with policy issues. 	<ul style="list-style-type: none"> Using the assessment of the quality of the theses with respect to use of analytic techniques and quantitative/qualitative data and evidence and incorporation of administrative/regulator aspects into the thesis will be used to feed back into coursework to ensure students have met the required competencies. 	

						feed back into course work to ensure students have met the required competencies.		the PPAD working paper and policy briefs.	reflects good analysis of organizational and administration issues along with policy issues.	<ul style="list-style-type: none"> Encouraging the students to develop their research/thesis work to be presented in the PPAD working paper and policy briefs. 		<ul style="list-style-type: none"> Encouraging the students to develop their research/thesis work to be presented in the PPAD working paper and policy briefs.
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Students demonstrate a solid understanding of organizational structures and legal/administrative settings and procedures as they affect policy adoption and implementation	<ul style="list-style-type: none"> Require core courses (5201, 5231, 5232, 5202, 5211, 5212) Thesis 	<ul style="list-style-type: none"> Portfolio of research papers prepared in core courses assessed from institutional standpoint Quality of thesis Alumni survey 	<ul style="list-style-type: none"> 65% of portfolios demonstrate application of analytic tools to policy problems, based on faculty review of a sample of portfolios Thesis assessment of committee rates 20 percent as very good, 60 percent as good or better (<40 adequate 	<ul style="list-style-type: none"> Following completion of core coursework Following defense One year post-graduation/incorporate into next review 	<ul style="list-style-type: none"> Sound percentage of course portfolios reflects the students are acquiring the needed skills to demonstrate application and analytic tools to policy problems. The same for 	<ul style="list-style-type: none"> Assessment findings in this area will feed back into the next stage of program development for the public policy program, particularly into development of experiential learning opportunities 	<ul style="list-style-type: none"> Sound percentage of course portfolios reflects the students are acquiring the needed skills to demonstrate application and analytic tools to policy problems. The same for public policy 	<ul style="list-style-type: none"> Assessment findings in this area will feed back into the next stage of program development for the public policy program, particularly into development of experiential learning opportunities and will be communicated in the annual report. 	<ul style="list-style-type: none"> Sound percentage of course portfolios reflects the students are acquiring the needed skills to demonstrate application and analytic tools to policy problems. 	<ul style="list-style-type: none"> Assessment findings in this area will feed back into the next stage of program development for the public policy program, particularly into development of experiential learning opportunities and will be communicated in 	<ul style="list-style-type: none"> Sound percentage of course portfolios reflects the students are acquiring the needed skills to demonstrate application and analytic tools to policy problems. The same for 	<ul style="list-style-type: none"> Assessment findings in this area will feed back into the next stage of program development for the public policy program, particularly into development of experiential learning opportunities and will be communicated in

			<p>only) with respect to use of data and analysis and thorough analysis of organizational and administrative issues</p> <ul style="list-style-type: none"> 60% of alumni report using skills on the job to increase effectiveness 		<p>public policy these analysis that also reflected a good understanding of the students to both policy problems and organizational and administrative settings.</p>	<p>and will be communicated in the annual report.</p>	<p>theses analysis that also reflected a good understanding of the students to both policy problems and organizational and administrative settings.</p>		<ul style="list-style-type: none"> The same for public policy these analysis that also reflected a good understanding of the students to both policy problems and organizational and administrative settings. 	<p>the annual report.</p>	<p>public policy these analysis that also reflected a good understanding of the students to both policy problems and organizational and administrative settings.</p>	<p>the annual report.</p>
<p>Students are committed and able to articulate a public service perspective with a strong ethical framework and analytic approach that promotes the rule of</p>	<ul style="list-style-type: none"> Self-assessments at entry and exit Core courses completed 	<ul style="list-style-type: none"> Self-assessment Alumni survey 	<ul style="list-style-type: none"> 75% of students demonstrate increased commitment to public service between entry and exit surveys 67% of alumni report a high level of these attributes 	<ul style="list-style-type: none"> Initial and final self-assessment completed prior to defense/incorporated into annual review One year post-graduation/incorporate into next review 	<ul style="list-style-type: none"> Self-assessment will be prepared and conducted by the beginning and ending of the two mentioned courses. No alumni surveys have 	<ul style="list-style-type: none"> The program is working on developing both Self-assessment and alumni surveys and their results after conducting will be used to ensure 	<ul style="list-style-type: none"> Self-assessment will be prepared and conducted by the beginning and ending of the two mentioned courses. 	<ul style="list-style-type: none"> The program is working on developing both Self-assessment and alumni surveys and their results after conducting will be used to ensure that coursework builds professional ethics and 	<ul style="list-style-type: none"> Self-assessment is prepared and conducted by the beginning and ending of the two mentioned courses. 	<ul style="list-style-type: none"> The program is working on developing both Self-assessment results and alumni surveys results after conducting will be used to ensure that 		

law, transparency, and fairness					been yet conducted	that coursework builds professional ethics and commitment.		commitment		coursework builds professional ethics and commitment.		
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Students are able to communicate and interact productively in a range of institutional settings with diverse leadership, colleagues, and citizenry.	<ul style="list-style-type: none"> Required core courses (5201, 5231, 5232, 5202, 5211, 5212) Thesis 	<ul style="list-style-type: none"> Quality of thesis Alumni survey 	<ul style="list-style-type: none"> Thesis assessment of committee rates 20 percent as very good, 60 percent as good or better (<40 adequate only) with respect to exposition and presentation suitable for policy-makers. 60% of alumni assess program contribution to this skill as valuable; 30% can cite examples of using communications in diverse settings 	<ul style="list-style-type: none"> Following defense/incorporated into annual review One year post-graduation/incorporated into next review 	<ul style="list-style-type: none"> Assessment of the theses results and defenses delivered showed good presentation and communication skills along with productivity in a range of diverse institutional settings. 	<ul style="list-style-type: none"> Assessment of the quality of the thesis discussion and implementation issues, political issues, and actionable recommendations will be used to feed back into coursework to ensure students have these competencies further developed 	<ul style="list-style-type: none"> Assessment of the theses results and defenses delivered showed good presentation and communication skills along with productivity in a range of diverse institutional settings. 	<ul style="list-style-type: none"> Assessment of the quality of the thesis discussion and implementation issues, political issues, and actionable recommendations will be used to feed back into coursework to ensure students have these competencies further developed 	<ul style="list-style-type: none"> Assessment of the theses results and defenses delivered showed good presentation and communication skills along with productivity in a range of diverse institutional settings. 	<ul style="list-style-type: none"> Assessment of the quality of the thesis discussion and implementation issues, political issues, and actionable recommendations is used to feed back into coursework to ensure students have these competencies further developed
Students are able to	<ul style="list-style-type: none"> Required core courses (5201, 	<ul style="list-style-type: none"> Quality of thesis 	<ul style="list-style-type: none"> Thesis assessment of 	<ul style="list-style-type: none"> Following defense/inco 	<ul style="list-style-type: none"> Both research papers delivered 	<ul style="list-style-type: none"> Assessment of the quality of 	<ul style="list-style-type: none"> Both research papers delivered 	<ul style="list-style-type: none"> Assessment of the quality of the 	<ul style="list-style-type: none"> Both research 	<ul style="list-style-type: none"> Assessment of the

<p>incorporate stakeholder perspectives into policy analysis to assess diverse interests to advocate effectively for recommendations developed.</p>	<p>5231, 5232, 5202,5211, 5212) <ul style="list-style-type: none"> • Thesis </p>	<ul style="list-style-type: none"> • Alumni survey 	<p>committee rates 20 percent as very good, 60 percent as good or better (<40 adequate only) with respect to incorporation of stakeholder perspectives, and effective advocacy of the changes proposed. <ul style="list-style-type: none"> • 60% of alumni assess program contribution to this skill as valuable; 30% can cite examples of incorporating stakeholder perspectives </p>	<p>incorporated into annual review <ul style="list-style-type: none"> • One year post-graduation/ incorporated into next review </p>	<p>in the core courses and theses work reflect sound understanding and ability of students to successfully incorporate stakeholder perspectives into policy analysis and also to assess diverse interests to advocate effectively for recommendations developed.</p>	<p>the thesis discussion and implementation issues, political issues, and actionable recommendations will be used to feed back into coursework and thesis supervision to ensure students have these competencies.</p>	<p>in the core courses and theses work reflect sound understanding and ability of students to successfully incorporate stakeholder perspectives into policy analysis and also to assess diverse interests to advocate effectively for recommendations developed.</p>	<p>thesis discussion and implementation issues, political issues, and actionable recommendations will be used to feed back into coursework and thesis supervision to ensure students have these competencies.</p>	<p>papers delivered in the core courses and theses work reflect sound understanding and ability of students to successfully incorporate stakeholder perspectives into policy analysis and also to assess diverse interests to advocate effectively for recommendations developed.</p>	<p>quality of the thesis discussion and implementation issues, political issues, and actionable recommendations is used to feed back into coursework and thesis supervision to ensure students have these competencies.</p>
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