<b>Program Information</b>	
Program:	Master of Public Policy
Reporting Time Period:	AY 2019-20
College or Administrative Division:	College of Liberal Arts
Subunit(s)	School of Public Policy
Report Submitted By:	Dr. Brent Steel, Professor and Graduate Program Director
Email address:	bsteel@oregonstate.edu
Date Submitted:	
Due Date:	April 12, 2021
	https://liberalarts.oregonstate.edu/spp/mpp/mpp-program/mission-and-learning-outcomes/mpp-learning-outcomes-alignment
URL to Program GLOs:	

	Faculty Senate on January 13, 2011)			Program Level Student Learning Outcomes (add additional columns if needed)			
Outcomes: University and program level student learning outcome (GLO)	Conduct research or produce some other form of creative work  See program learning outcome #1 (aligns with NASPAA Competency #3	Demonstrate mastery of subject material  See program learning outcome #2 (aligns with NASPAA Competency #3)	Conduct scholarly or professional activities in an ethical manner  See program learning outcome #6 (aligns with NASPAA Competency #1)	1 The ability to conduct original policy research that extends the knowledge of both policy and other social science disciplines. This will be demonstrated through mastery and application of critical thinking, and application of standard and	2. Substantive knowledge in an area of concentration that allows for immediate immersion in a relevant policy arena. This will be accomplished through coursework, independent study, and a professional	3. Experience in the practice of policy analysis, development, and implementation through applied coursework, internship if appropriate, and MPP Essay. [Aligns with NASPAA Universal Required Competency # 1: "to lead and manage in public"	4. A commitment to both domestic and international diversity, which will allow our students to navigate an increasingly interconnected world, and to work with stakeholders from various backgrounds, and address policy fields that are relevant to a

		innovative policy theory and methods in both coursework and an individual research project. [equivalent to Graduate School Learning Outcomes: "Conduct research or produce some other form of creative work" and "Effectively communicate in field of study"; Aligns with NASPAA Universal Required Competency # 3: "to analyze, synthesize, think critically, solve problems and make decisions"]  5. Skills and	practicum. [equivalent to Graduate School Learning Outcome: "Demonstrate mastery of subject material"; Aligns with NASPAA Universal Required Competency # 3: "to analyze, synthesize, think critically, solve problems and make decisions"]	7. The	variety of different populations. We will facilitate a focus on diversity through student and faculty recruitment, as well as participation and training in courses, seminars, and domestic and international field schools. [Aligns with NASPAA Universal Required Competency # 5: "to communicate and interact productively with a diverse and changing workforce and citizenry"]
Outcomes: University and program level student learning outcome (GLO)		experience in designing and presenting in both formal and informal venues with students, practitioners, and community	standards in public policy research, teaching, and service. This will be accomplished through participation and	development of a public service ethic resulting in student understanding of the significance of working	

		members. This will be demonstrated through university teaching assignments, development and implementation of community outreach/training programs and professional development seminars, and presentations at professional conferences. [Aligns with NASPAA Universal Required Competency # 1: "to lead and manage in public governance"]	training in research methods courses, professional development seminars, and core courses in public policy and administration. [equivalent to Graduate School Learning Outcome: "Conduct scholarly or professional activities in an ethical manner"; Aligns with NASPAA Universal Required Competency # 2: "to participate in and contribute to the policy process," and NASPAA Universal Required Competency # 4: "to articulate and apply a public service perspective"]	collectively, in collaboration with the public and prioritizing the desires of citizens, communities, and society at large. This outcome will be achieved through coursework and service learning projects that involve public partners in mutually beneficial, community-driven efforts. [Aligns with NASPAA Universal Required Competency # 4: "to articulate and apply a public service perspective"]	
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Assessment Method							
Assessment Method¹: List the measures or instruments used to assess each outcome. [How do students demonstrate their attainment of the learning outcome? How is their learning evaluated?] At least one of these must be a direct measure. For additional guidance see: http://oregonstate.edu/admin/aa/apaa/assessment -resources	See program learning outcome #1 (aligns with NASPAA Competency #3)	See program learning outcome #2 (aligns with NASPAA Competency #3)	See program learning outcome #6 (aligns with NASPAA Competency #1	1. The MPP Program assesses learning outcomes from a variety of perspectives including the following: biannual surveys of alumni, exit surveys of graduates, current student surveys, internship supervisor surveys, and a final MPP Oral Defense Rubric. The surveys of alumni, recent graduates (exit), current students, and internship	2. The MPP Program assesses learning outcomes from a variety of perspectives including the following: biannual surveys of alumni, exit surveys of graduates, current student surveys, internship supervisor surveys, and a final MPP Oral Defense Rubric. The surveys of alumni, recent graduates (exit), current students, and internship	3. The MPP Program assesses learning outcomes from a variety of perspectives including the following: biannual surveys of alumni, exit surveys of graduates, current student surveys, internship supervisor surveys, and a final MPP Oral Defense Rubric. The surveys of alumni, recent graduates (exit), current students, and internship	4. The MPP Program assesses learning outcomes from a variety of perspectives including the following: biannual surveys of alumni, exit surveys of graduates, current student surveys, internship supervisor surveys, and a final MPP Oral Defense Rubric. The surveys of alumni, recent graduates (exit), current students, and internship

		supervisors are	supervisors are	supervisors are	supervisors are
		indirect	indirect	indirect	indirect
		assessments of	assessments of	assessments of	assessments of
		the learning	the learning	the learning	the learning
		outcomes, while	outcomes, while	outcomes, while	outcomes, while
		the final capstone	the final capstone	the final capstone	the final capstone
		rubric is	rubric is	rubric is	rubric is
		completed by each	completed by each	completed by each	completed by each
		member of the	member of the	member of the	member of the
		MPP student	MPP student	MPP student	MPP student
		committee at the	committee at the	committee at the	committee at the
		culmination of the	culmination of the	culmination of the	culmination of the
		oral defense and	oral defense and	oral defense and	oral defense and
		evaluation of the	evaluation of the	evaluation of the	evaluation of the
		MPP Essay. Each	MPP Essay. Each	MPP Essay. Each	MPP Essay. Each
		of these methods	of these methods	of these methods	of these methods
		includes an	includes an	includes an	includes an
		assessment of	assessment of	assessment of	assessment of
		MPP learning	MPP learning	MPP learning	MPP learning
		outcomes.	outcomes.	outcomes.	outcomes.
		outcomes.	outcomes.	outcomes.	outcomes.
		5. The MPP	6. The MPP	7. The MPP	
		Program assesses	Program assesses	Program assesses	
		learning outcomes	learning outcomes	learning outcomes	
Assessment Method¹: List the measures or		from a variety of	from a variety of	from a variety of	
instruments used to assess each outcome. [How do		perspectives	perspectives	perspectives	
students demonstrate their attainment of the		including the	including the	including the	
learning outcome? How is their learning evaluated?]		following: surveys	following: surveys	following: surveys	
At least one of these must be a direct measure. For		of alumni, exit	of alumni, exit	of alumni, exit	
additional guidance see:		surveys of	surveys of	surveys of	
http://oregonstate.edu/admin/aa/apaa/assessment		graduates, current	graduates, current	graduates, current	
		student surveys,	student surveys,	student surveys,	
-resources		internship	internship	internship	
		supervisor	supervisor	supervisor	
		surveys, and a	surveys, and a	surveys, and a	
		final MPP Oral	final MPP Oral	final MPP Oral	

		Defense Rubric.	Defense Rubric.	Defense Rubric.	
		The surveys of	The surveys of	The surveys of	
		alumni, recent	alumni, recent	alumni, recent	
		graduates (exit),	graduates (exit),	graduates (exit),	
		current students,	current students,	current students,	
		and internship	and internship	and internship	
		supervisors are	supervisors are	supervisors are	
		indirect	indirect	indirect	
		assessments of	assessments of	assessments of	
		the learning	the learning	the learning	
		outcomes, while	outcomes, while	outcomes, while	
		the final capstone	the final capstone	the final capstone	
		rubric is	rubric is	rubric is	
		completed by each	completed by each	completed by each	
		member of the	member of the	member of the	
		MPP student	MPP student	MPP student	
		committee at the	committee at the	committee at the	
		culmination of the	culmination of the	culmination of the	
		oral defense and	oral defense and	oral defense and	
		evaluation of the	evaluation of the	evaluation of the	
		MPP Essay. Each	MPP Essay. Each	MPP Essay. Each	
		of these methods	of these methods	of these methods	
		includes an	includes an	includes an	
		assessment of	assessment of	assessment of	
		MPP learning	MPP learning	MPP learning	
		outcomes.	outcomes.	outcomes.	
		No	No	No	No
Assessment Method: Has this assessment method					
hanged since the last reporting cycle? Yes or No.					
xplain any changes.					
In order to explore trends in the data, we advise that					
In order to explore trends in the data, we advise that					
ssessment method remain consistent from year-to-year.					

Benchmark for evaluating satisfactory achievement of learning outcome	The MPP program great deal.	sets a goal of 4.0+	mean scores ("mucl	n") for each of the le	arning outcomes on	a scale where 1 = n	ot at all and 5 = a
Benchmark <sup>2</sup> : What benchmark or milestone - related to the specific measure or instrument - is used to determine whether the outcome has been satisfactorily met by the students?	See program learning outcome #1	See program learning outcome #2	See program learning outcome #6	1. Current student survey: mean score of 4.0+, which means "much" agreement that learning outcome was achieved; Final capstone rubric: mean score of 4.0+, which means "much" agreement that learning outcome was achieved; Alumni survey: mean score of 4.0+, which means "much" agreement that learning outcome; Student exit survey: mean score of 4.0+, which means "much" agreement that learning outcome; Student exit survey: mean score of 4.0+, which means "much" agreement that learning outcome; Internship supervisor survey: mean score of 4.0+, which means "much" agreement means "much"	2. Current student survey: mean score of 4.0+, which means "much" agreement that learning outcome was achieved; Final capstone rubric: mean score of 4.0+, which means "much" agreement that learning outcome was achieved; Alumni survey: mean score of 4.0+, which means "much" agreement that learning outcome; Student exit survey: mean score of 4.0+, which means "much" agreement that learning outcome; Student exit survey: mean score of 4.0+, which means "much" agreement that learning outcome; Internship supervisor survey: mean score of 4.0+, which means "much" agreement means "much"	3. Current student survey: mean score of 4.0+, which means "much" agreement that learning outcome was achieved; Final capstone rubric: mean score of 4.0+, which means "much" agreement that learning outcome was achieved; Alumni survey: mean score of 4.0+, which means "much" agreement that learning outcome; Student exit survey: mean score of 4.0+, which means "much" agreement that learning outcome; Student exit survey: mean score of 4.0+, which means "much" agreement that learning outcome; Internship supervisor survey: mean score of 4.0+, which means "much" agreement means "much"	4. Current student survey: mean score of 4.0+, which means "much" agreement that learning outcome was achieved; Final capstone rubric: mean score of 4.0+, which means "much" agreement that learning outcome was achieved; Alumni survey: mean score of 4.0+, which means "much" agreement that learning outcome; Student exit survey: mean score of 4.0+, which means "much" agreement that learning outcome; Student exit survey: mean score of 4.0+, which means "much" agreement that learning outcome; Internship supervisor survey: mean score of 4.0+, which means "much" agreement means "much"

	agreement that	agreement that	agreement that	agreement that
	learning outcome	learning outcome.	learning outcome.	learning outcome.
	5. Current studen	6. Current student	7. Current student	
	survey: mean	survey: mean	survey: mean	
	score of 4.0+,	score of 4.0+,	score of 4.0+,	
	which means	which means	which means	
	"much"	"much"	"much"	
	agreement that	agreement that	agreement that	
	learning outcome	learning outcome	learning outcome	
	was achieved;	was achieved;	was achieved;	
	Final capstone	Final capstone rubric: mean score	Final capstone	
	rubric: mean scor		rubric: mean score	
	of 4.0+, which	of 4.0+, which	of 4.0+, which	
	means "much"	means "much"	means "much"	
	agreement that	agreement that	agreement that	
Benchmark <sup>2</sup> : What benchmark or milestone -	learning outcome	learning outcome	learning outcome	
related to the specific measure or instrument - is	was achieved;	was achieved;	was achieved;	
used to determine whether the outcome has been	Alumni survey:	Alumni survey:	Alumni survey:	
satisfactorily met by the students?	mean score of	mean score of	mean score of	
substactority met by the students.	4.0+, which mean	The state of the s	4.0+, which means	
	"much"	"much"	"much"	
	agreement that	agreement that	agreement that	
	learning outcome		learning outcome;	
	Student exit	Student exit	Student exit	
	survey: mean	survey: mean	survey: mean	
	score of 4.0+,	score of 4.0+,	score of 4.0+,	
	which means	which means	which means	
	"much"	"much"	"much"	
	agreement that	agreement that	agreement that	
	learning outcome		learning outcome;	
	Internship	Internship	Internship	
	supervisor survey		supervisor survey:	
	mean score of	mean score of	mean score of	

				4.0+, which means "much" agreement that learning outcome.	4.0+, which means "much" agreement that learning outcome.	4.0+, which means "much" agreement that learning outcome.	
<b>Benchmark</b> : Describe any changes to the benchmark or milestone since the last reporting cycle.	NA	NA	NA	NA	NA	NA	NA
<sup>2</sup> ·In order to explore trends in the data, we advise that benchmarks remain consistent from year-to-year.							
Process used for gathering assessment data							
<b>Process:</b> Describe the data collection process (e.g., Who is involved? How is the data collected?)	See program learning outcome #1	See program learning outcome #2	See program learning outcome #6	1. Current student survey conducted by program director and program assistant; Final capstone rubric completed by MPP Committee at the completion of MPP Essay oral defense; Student exit survey completed after final dissertation	2. Current student survey conducted by program director and program assistant; Final capstone rubric completed by MPP Committee at the completion of MPP Essay oral defense; Student exit survey completed after final dissertation	3. Current student survey conducted by program director and program assistant; Final capstone rubric completed by MPP Committee at the completion of MPP Essay oral defense; Student exit survey completed after final dissertation	4. Current student survey conducted by program director and program assistant; Final capstone rubric completed by MPP Committee at the completion of MPP Essay oral defense; Student exit survey completed after final dissertation

defence	se; <b>Alumni</b> defense; <b>Alumni</b>	defense; <b>Alumni</b>	defense; <i>Alumni</i>
	survey of survey: survey of	survey: survey of	survey: survey of
gradua		graduates	graduates
	conducted by	conducted by	conducted by
	am director program director	program director	program director
and ass		and assistant	and assistant
	4 years; every 4 years;	every 4 years;	every 4 years;
Interns		Internship	Internship
	visor survey: supervisor survey		supervisor survey:
confide		confidential	confidential
survey	completed survey completed	survey completed	survey completed
	pervisor at by supervisor at	by supervisor at	by supervisor at
the end	nd of the the end of the	the end of the	the end of the
interns	ship. internship.	internship.	internship.
5. Curro	rent student 6. Current studen	7. Current student	
survey	conducted survey conducted	survey conducted	
by prog	ogram by program	by program	
directo	or and director and	director and	
program	am assistant; program assistant	; program assistant;	
	capstone Final capstone	Final capstone	
rubric	completed <i>rubric</i> completed	<i>rubric</i> completed	
by MPF	PP by MPP	by MPP	
Commi	nittee at the Committee at the	Committee at the	
comple	letion of completion of	completion of	
	Essay oral MPP Essay oral	MPP Essay oral	
	se; <b>Student</b> defense; <b>Student</b>	defense; <b>Student</b>	
exit sui	The state of the s	exit survey	
	leted after completed after	completed after	
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	se; <i>Alumni</i> defense; <i>Alumni</i>	defense; <i>Alumni</i>	
	y: survey of survey: survey of	<i>survey:</i> survey of	
gradua		graduates	
	cted by conducted by	conducted by	
	am director program director	program director	
and ass		and assistant	
	4 years; every 4 years;	every 4 years;	
Interns		Internship	
	visor survey: supervisor survey	· ·	
Supervi	visor survey. Supervisor survey	supervisor survey:	

What do the data show about student learning?		confidential survey completed by supervisor at the end of the internship.	confidential survey completed by supervisor at the end of the internship.	confidential survey completed by supervisor at the end of the internship.	
Results: What do the data show about student learning relative to the specific learning outcome? Describe any result, pattern, or trends that you identify as meaningful or that highlights an area(s) of concern or success. You must provide data to substantiate your claims.		1. All mean scores for Learning Outcome 1 meet the 4.0 threshold.  Current student survey: The mean score for 2020 is above the 4.0 threshold [4.27]; Final capstone rubric: 2020=4.62; Student exit survey: 2020=4.57; Alumni survey: 2020=4.56; Internship supervisor survey: 2020=4.50.	2. All mean scores for Learning Outcome 2 meet the 4.0 threshold.  Current student survey: The mean score for 2020 is above the 4.0 threshold [4.36]; Final capstone rubric: 2020=4.60; Student exit survey: 2020=4.79; Alumni survey: 2020=4.60; Internship supervisor survey: 2020=4.60.	3. All mean scores for Learning Outcome 3 meet the 4.0 threshold.  Current student survey: The mean score for 2020 is above the 4.0 threshold [4.36]; Final capstone rubric: 2020=4.60; Student exit survey: 2020=4.64; Alumni survey: 2020=4.65; Internship supervisor survey: 2020=4.70.	4. Two mean scores for Learning Outcome 4 did not meet the 4.0 threshold, and corrective action has been taken by the program for the 2020-21 AY.  Current student survey: The mean score for 2020 is below the 4.0 threshold [3.36]; Final capstone rubric: 2020=4.62; Student exit survey: The mean score for 2020 is below the 4.0 threshold 2020 [3.00]; Alumni survey: 2020=4.73;

					Internship supervisor survey: 2020=4.70.
		<b>5.</b> All mean scores for Learning Outcome 5 meet the 4.0 threshold.	6. All mean scores for Learning Outcome 6 meet the 4.0 threshold.	7. All mean scores for Learning Outcome 7 meet the 4.0 threshold.	
		Current student survey: The mean score for 2020 is above the 4.0	Current student survey: The mean score for 2020 is above the 4.0	Current student survey: The mean score for 2020 is above the 4.0	
		threshold [4.47]; Final capstone rubric: 2020=4.60; Student exit	threshold [4.36]; Final capstone rubric: 2020=4.57; Student exit	threshold [4.36]; Final capstone rubric: 2020=4.62; Student exit	
		survey: 2020=4.64; Alumni survey: 2020=4.77; Internship	survey: 2020=4.80; Alumni survey: 2020=4.72; Internship	survey: 2020=4.64; Alumni survey: 2020=4.58; Internship	
		supervisor survey: 2020=4.70.	supervisor survey: 2020=4.70.	<i>supervisor survey</i> : 2018-19=4.80.	
Actions					

Actions: Describe any course-level (content, pedagogical, structural, etc.) changes that are an outgrowth of the current year's assessment of this outcome. Include timelines.	No actions over period.  5. No actions	2. No actions over period.  6. No actions	3. No actions over period.  7. No actions	4. Required core courses were revised to reflect more diverse learning materials; DEI Readings and Conference courses were offered in S19 & F20 quarters; new DEI & Policy Seminar offered W21. *See attachments for more information.			
	No actions over period.	No actions over period.	No actions over period.	1. No actions over period	2. No actions over period.	3. No actions over period.	4. New formal MPP Diversity
Actions: Describe any program or degree-level changes that are an outgrowth of the current year's assessment of this outcome. Include timeline.							Plan developed over U20 & F21; Diversity Plan implementation committee formed in F21; new SPP DEI Website created W21; new DEI in

					Policy Seminar developed and offered W21. *See attachment for details.
		5. No actions over period.	6. No actions over period.	7. No actions over period.	
Full-Cycle Impact					
Full-Cycle impact: If this learning outcome has been assessed previously and is being reported on again this year, what impact have the changes had (if any) on student learning? If you have not previously assessed this learning outcome, please indicate the year you will revisit this outcome.					The assessment is underway and will be completed Spring 2021.
Process, Reflection and Planning					

Describe the process the program used to reflect on the outcome data.	There is a Public Policy Graduate Program Committee composed of: (1) faculty that teach core courses; (2) faculty that coordinate the 7 MPP concentrations; (3) associate directors for economics, political science, public policy and sociology; (4) the school director; (5) graduate program director; (6) associate graduate program director; (7) alumnus; (8) potential employer; (9) and 3 elected graduate student representatives that meet quarterly to review and set policy and procedures for the graduate program.						
Were there any challenges or concerns?	There was much discussion and planning concerning Learning Outcome #4; see the addendum attached to this report.						
How are the results of your assessment effort related to strategic planning and overall program review?	We use assessment results to monitor program advancement of the mission of the MPP: "MPP Program faculty and students engage in innovative research, on all aspects of public policy, that supports ethical and equitable policy decisions at all levels of government, from the local to the global."						
Plans							
Describe the unit's (or sub-units) assessment plans for the upcoming year.	Continue to collect data as the program matures and the number of graduates increases; review current policies and procedures; track learning outcomes separately for the new Ecampus MPP and resident MPP.						

## **Biennial Report Questions**

Briefly summarize and reflect on data trends in applications, admissions, and matriculants.

Questions you may consider here include, but are not limited to: is your program satisfied with the diversity of applicants, admits, and matriculants? Do the ratios of matriculated to applied, admitted to applied, and matriculated to admitted students reflect program goals for growth, selectivity, and diverse representation? (Tables A and B)

There were 43 applications for Fall 2019 and 50 for Fall 2020. However, as we moved to rolling admissions with the implementation of the Ecampus MPP, application numbers are increasing with 7 to 10 new applications each subsequent quarter. It's still too soon to see what matriculation rates for Ecampus MPP will be, but for resident MPP students who are offered financial support the rates are very high. For those without funding packages the rate is lower as would be expected. The average MPP applicant GPA is very high ranging from 3.51 in 2015 to 3.62 in 2020. While the program has made the GRE optional during the pandemic (and are discussing elimination permanently as we moved to holistic admissions), some applicants are still submitting scores. The range of average combined GRE scores range from 307 in 2020 to 315 in 2018. The typical applicant pool for Fall quarters looks similar to Fall 2020: 22 males, 28 females, 7 BIPOC, and 16 international. We are also increasing our number of veterans as the Ecampus MPP provides us access to current military and veterans who are place bound.

Briefly summarize and reflect on data trends in retention and degree completion. Questions you may want to consider include, but are not limited to: Has your program seen growth in the number of degree conferred? Does degree conferral distribution, by degree type, reflect program goals and objectives? Are you satisfied with the median times to degree completion, retention and graduation rates? How could your program better serve graduate students and improve timely degree obtainment and success? (Table J)

The median time to degree completion for the MPP has ranged from 1.70 years in 2015 to 2.44 years in 2020. This reflects the implementation of the Ecampus MPP where over 90 percent of the students are part-time students, when compared to resident MPP students where most are full-time students. We anticipate that median time to completion will continue to increase in the aggregate as that program continues to grow (currently there are 19 Ecampus MPP students and 34 resident MPP students). Our professional accrediting organization NASPAA, requires that we separate on-campus from on-line modalities when reporting data, which we have on the MPP website (<a href="https://liberalarts.oregonstate.edu/spp/mpp/mpp-program/mpp-profile">https://liberalarts.oregonstate.edu/spp/mpp/mpp-program/mpp-profile</a>). The first year retention rate for the MPP since 2015 ranges from 86% in 2017 to 93% in 2018 and 2019. The second year retention rate ranges from 71% in 2018 to 89% in 2016. Once again, as the Ecampus MPP grows those students to date are significantly more likely to drop out of the program due to family and work situations. The addition of a new Associate Director of the Graduate Program starting in 2020-21, with a focus on the Ecampus program, should provide additional support for these non-traditional students. We are also implementing more on-line joint meetings for Ecampus and on-campus MPP students to better integrate the two modalities.