

Program Information							
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:							
	University: Graduate Learning Outcomes (GLOs) for Masters students (approved by 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 <i>See program learning outcome #1 (aligns with NASPAA Competency #3)</i>	Demonstrate mastery of subject material <i>See program learning outcome #2 (aligns with NASPAA Competency #3)</i>	Conduct scholarly or professional activities in an ethical manner <i>See program learning outcome #6 (aligns with NASPAA Competency #1)</i>	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

				<p>innovative policy theory and methods in both coursework and an individual research project. <i>[equivalent to Graduate School Learning Outcomes: “Conduct research or produce some other form of creative work” and “Effectively communicate in field of study”</i>; Aligns with NASPAA Universal Required Competency # 3: <i>“to analyze, synthesize, think critically, solve problems and make decisions”</i>]</p>	<p>practicum. <i>[equivalent to Graduate School Learning Outcome: “Demonstrate mastery of subject material”</i>; Aligns with NASPAA Universal Required Competency # 3: <i>“to analyze, synthesize, think critically, solve problems and make decisions”</i>]</p>	<p><i>governance”</i></p>	<p>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: <i>“to communicate and interact productively with a diverse and changing workforce and citizenry”</i>]</p>
<p>Outcomes: University and program level student learning outcome (GLO)</p>				<p>5. Skills and experience in designing and presenting in both formal and informal venues with students, practitioners, and community</p>	<p>6. High ethical standards in public policy research, teaching, and service. This will be accomplished through participation and</p>	<p>7. The development of a public service ethic resulting in student understanding of the significance of working</p>	

			<p>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.</p> <p>[Aligns with NASPAA Universal Required Competency # 1: “to lead and manage in public governance”]</p>	<p>training in research methods courses, professional development seminars, and core courses in public policy and administration.</p> <p><i>[equivalent to Graduate School Learning Outcome: “Conduct scholarly or professional activities in an ethical manner”];</i></p> <p>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”]</p>	<p>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”]</p>	
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Assessment Method							
Assessment Method¹: <u>List the measures or instruments</u> 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	<i>See program learning outcome #1 (aligns with NASPAA Competency #3)</i>	<i>See program learning outcome #2 (aligns with NASPAA Competency #3)</i>	<i>See program learning outcome #6 (aligns with NASPAA Competency #1)</i>	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 indirect assessments of the learning outcomes, while the final capstone rubric is completed by each member of the MPP student committee at the culmination of the oral defense and evaluation of the MPP Essay. Each of these methods includes an assessment of MPP learning outcomes.	supervisors are indirect assessments of the learning outcomes, while the final capstone rubric is completed by each member of the MPP student committee at the culmination of the oral defense and evaluation of the MPP Essay. Each of these methods includes an assessment of MPP learning outcomes.	supervisors are indirect assessments of the learning outcomes, while the final capstone rubric is completed by each member of the MPP student committee at the culmination of the oral defense and evaluation of the MPP Essay. Each of these methods includes an assessment of MPP learning outcomes.	supervisors are indirect assessments of the learning outcomes, while the final capstone rubric is completed by each member of the MPP student committee at the culmination of the oral defense and evaluation of the MPP Essay. Each of these methods includes an assessment of MPP learning outcomes.
<p>Assessment Method¹: <u>List the measures or instruments</u> 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</p>				5. The MPP Program assesses learning outcomes from a variety of perspectives including the following: surveys of alumni, exit surveys of graduates, current student surveys, internship supervisor surveys, and a final MPP Oral	6. The MPP Program assesses learning outcomes from a variety of perspectives including the following: surveys of alumni, exit surveys of graduates, current student surveys, internship supervisor surveys, and a final MPP Oral	7. The MPP Program assesses learning outcomes from a variety of perspectives including the following: surveys of alumni, exit surveys of graduates, current student surveys, internship supervisor surveys, and a final MPP Oral	

Benchmark for evaluating satisfactory achievement of learning outcome	The MPP program sets a goal of 4.0+ mean scores (“much”) for each of the learning outcomes on a scale where 1 = not at all and 5 = a great deal.							
Benchmark ² : 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; Internship supervisor survey: mean score of 4.0+, which 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; Internship supervisor survey: mean score of 4.0+, which 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; Internship supervisor survey: mean score of 4.0+, which 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; Internship supervisor survey: mean score of 4.0+, which means “much”	

				agreement that learning outcome.	agreement that learning outcome.	agreement that learning outcome.	agreement that learning outcome.
Benchmark²: 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?				5. 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; Internship supervisor survey: mean score of	6. 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; Internship supervisor survey: mean score of	7. 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; Internship supervisor survey: 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.	
Benchmark: Describe any changes to the benchmark or milestone since the last reporting cycle.	NA	NA	NA	NA	NA	NA	NA
² In order to explore trends in the data, we advise that benchmarks remain consistent from year-to-year.							
Process used for gathering assessment data							
Process: Describe the <u>data collection process</u> (e.g., Who is involved? How is the data collected?)	<i>See program learning outcome #1</i>	<i>See program learning outcome #2</i>	<i>See program learning outcome #6</i>	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

				defense; Alumni survey: survey of graduates conducted by program director and assistant every 4 years; Internship supervisor survey: confidential survey completed by supervisor at the end of the internship.	defense; Alumni survey: survey of graduates conducted by program director and assistant every 4 years; Internship supervisor survey: confidential survey completed by supervisor at the end of the internship.	defense; Alumni survey: survey of graduates conducted by program director and assistant every 4 years; Internship supervisor survey: confidential survey completed by supervisor at the end of the internship.	defense; Alumni survey: survey of graduates conducted by program director and assistant every 4 years; Internship supervisor survey: confidential survey completed by supervisor at the end of the internship.
				5. 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 defense; Alumni survey: survey of graduates conducted by program director and assistant every 4 years; Internship supervisor survey:	6. 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 defense; Alumni survey: survey of graduates conducted by program director and assistant every 4 years; Internship supervisor survey:	7. 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 defense; Alumni survey: survey of graduates conducted by program director and assistant every 4 years; Internship supervisor survey:	

				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.	
What do the data show about student learning?							
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.				<p>1. All mean scores for Learning Outcome 1 meet the 4.0 threshold.</p> <p>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.</p>	<p>2. All mean scores for Learning Outcome 2 meet the 4.0 threshold.</p> <p>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.</p>	<p>3. All mean scores for Learning Outcome 3 meet the 4.0 threshold.</p> <p>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.</p>	<p>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.</p> <p>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;</p>

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

Actions: Describe any <u>course-level</u> (content, pedagogical, structural, etc.) changes that are an outgrowth of the current year's assessment of this outcome. Include timelines.	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. 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.
				5. No actions over period.	6. No actions over period.	7. No actions over period.	
Actions: Describe any <u>program or degree-level changes</u> that are an outgrowth of the current year's assessment of this outcome. Include timeline.	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 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							

Biennial Report Questions	
<p>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)</p>	<p>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.</p>
<p>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)</p>	<p>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 (https://liberalarts.oregonstate.edu/spp/mpp/mpp-program/mpp-profile). 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.</p>

