

## Appendix: Outcomes Assessment Rubrics

**Goal 1.** Prepare innovative leaders for service in public and nonprofit organizations.

**SLO 1.** Analyze organization problems by applying public administration theory to formulate effective responses and solutions.

[Updated April 2023]

Goal 1 / SLO 1				
Dimension	Distinguished	Proficient	Developing	Needs Development
<b>Defining Problems</b>	Demonstrates the ability to construct a clear and comprehensive problem statement.	Demonstrates the ability to construct a well-developed problem statement.	Demonstrates the ability to construct a problem statement, though statement is superficial or incomplete.	Demonstrates a limited ability to construct a problem statement.
<b>Identifying Strategies (grounded in theory)</b>	Identifies strategies for solving the problem using <b>multiple theories and concepts</b> that apply within a specific context.	Identifies strategies for solving the problem using <b>multiple theories and concepts, most of which apply</b> within a specific context.	Identifies strategies for solving the problem using a <b>limited theories and concepts</b> that apply within a specific context.	Identifies strategies for solving the problem <b>without reference to theory or concepts</b> , and without attention to the specific context.
<b>Proposing Solutions</b>	Proposes one or more solutions that indicates a deep comprehension of the problem.	Proposes one or more solutions that indicates command of the problem.	Proposes one solution that is “off the shelf” rather than individually designed to address problem	Proposes a solution that is difficult to evaluate because it is vague or indirectly addresses the problem.

<b>Solution Sensitivity</b>	Proposes solutions that are sensitive to all important theoretical and contextual factors.	Proposes solution that are sensitive to some theoretical and contextual factors.	Proposes solutions that are only partially sensitive to theoretical and contextual factors.	Proposes solutions that are not sensitive to theoretical or contextual factors.
<b>Implementing Solutions</b>	Designs a process for implementing the solution in a manner that thoroughly addresses all relevant theoretical and contextual factors of the problem.	Designs a process for implementing the solution in a manner that addresses some theoretical and contextual factors.	Designs a process for implementing the solution in a manner that addresses the problem but ignores relevant theoretical and contextual factors.	Designs a process for implementing the solution in a manner that does not directly address the problem.

*Adapted from:* AACU Problem-Solving VALUE Rubric (2017). Retrieved from: [https://www.umass.edu/oapa/sites/default/files/pdf/tools/rubrics/problem\\_solving\\_value\\_rubric.pdf](https://www.umass.edu/oapa/sites/default/files/pdf/tools/rubrics/problem_solving_value_rubric.pdf)

**Goal 2.** Develop the knowledge and skills necessary for effectively managing public and nonprofit service.

**SLO 2.** Distinguish their roles in creating and implementing public policy, within the unique contextual and social structures of public and not-for-profit organizations.

[Updated April 2023]

Dimension	Distinguished	Proficient	Developing	Needs Development
<b>Role in creating public policy.</b>	The student is able to identify their role in creating public policy with substantial detail.	The student is able to identify their role in creating public policy with some detail.	The student is able to identify their role in creating public policy without detail.	The student is not able to identify their role in creating public policy.
<b>Role in implementing public policy.</b>	The student is able to identify their role in implementing public policy with substantial detail.	The student is able to identify their role in implementing public policy with some detail.	The student is able to identify their role in implementing public policy without detail.	The student is not able to identify their role in implementing public policy.
<b>Needs Assessment and the Policy Process</b>	The student is able to connect the major social, economic, or political issues with the start of the policy process with substantial detail.	The student is able to connect the major social, economic, or political issues with the start of the policy process with some detail.	The student is able to connect the major social, economic, or political issues with the start of the policy process without detail.	The student is not able to connect the major social, economic, or political issues with the start of the policy process.
<b>Identifying Policy Stakeholders</b>	The student identifies most of the important stakeholders who may be involved in or impacted by new or existing policies.	The student identifies some of the important stakeholders who may be involved in or impacted by new or existing policies.	The student identifies some of the stakeholders who may be involved in or impacted by new or existing policies.	The student fails to identify any stakeholders who may be involved in or impacted by new or existing policies.

<b>Equity and Impact on Social Structures</b>	The student identifies many important impacts on the social structures of policy-making.	The student identifies some of the important impacts on social structures of policy-making.	The student identifies some of the impacts on social structures of policy-making.	The student fails to identify how social structures are impacted by policy-making .
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**Goal 2.** Develop the knowledge and skills necessary for effectively managing public and nonprofit service.

**SLO 3.** Employ qualitative and quantitative analytical methods to inform consideration of, and resolution of, challenges they face in the workplace.

Goal 2 / SLO 3				
Dimension	Distinguished	Proficient	Acceptable	Emerging
<b>Problem, program, or question to be addressed</b>	Clearly describes the problem/ program and why it is an important topic for analysis  Question/ hypothesis is stated in measurable terms.	Sometimes unclear or incomplete statement of problem/ program and why it is an important topic for analysis  Hypothesis is stated, but not all terms are measurable.	Often unclear or incomplete statement of problem/ program and why it is an important topic for analysis  Hypothesis is stated, but no terms are measurable.	Problem/ program, why it is an important topic for analysis is missing or poorly developed  Hypothesis is missing or poorly developed
<b>Problem framed within underlying theory through background or literature review, or best practices</b>	Three or more relevant studies are correctly summarized.  Thoroughly describes concepts and thinking behind selections discussed, and summarizes in a narrative style.	One or two relevant studies are correctly summarized.  Adequately describes concepts and thinking behind selections discussed, and/or summarizes not in a narrative style.	One or two studies are compared but inaccurately or incompletely developed.  Description of concepts and thinking behind selections inadequately explained.	Only one relevant perspective represented.  Description of concepts and thinking behind selections missing.
<b>Employs qualitative and quantitative analyses as a part of decision making across public organizations.</b>	Thorough explanation of data collection and sampling plan (sample size is >30).  Appropriate qualitative and quantitative	Explanation of data collection and sampling plan thorough, but could be more strongly tied to results and conclusions.	Explanation of data collection and sampling plan incomplete and/or weakly tied to results and conclusions.  Appropriate analytical	Explanation of data collection and sampling plan very weak or missing.  Inappropriate analytical methods were chosen and/or

	<p>analytical method(s) have been chosen, with complete justification of the choice(s).</p> <p>Analytical methods thoroughly and clearly described. Shows work.</p> <p>Analysis (or analysis plan) is accurate and correctly applied.</p>	<p>Appropriate analytical method(s) were chosen, but justification and explanation could be better developed.</p> <p>Analysis is complete, but minor errors in application of chosen analysis method(s).</p>	<p>methods were chosen, but justification and explanation incomplete or poorly developed.</p> <p>Analysis is complete but significant or numerous errors in application of chosen analysis method(s) detract from paper.</p>	<p>justification of those choices is incomplete or weakly developed.</p> <p>Analysis is inaccurate and/or incomplete.</p> <p>Does not use correct analysis method(s) and/or they are incorrectly applied and interpreted.</p>
<p><b>Demonstrates Competency in communicating ideas.</b></p>	<p>Conclusions and recommendations logically follow from the results and provide interesting insight on the issue.</p> <p>Lists all the merits and limitations of the approach, and steps taken to minimize any potential weaknesses.</p> <p>Summary and discussion of impact of findings and policy implications fully developed, and follow from the results.</p>	<p>Conclusions and recommendations logically follow from results, but are incompletely developed.</p> <p>Merits and limitations of the approach and steps taken to minimize threats are incomplete.</p> <p>Summary and discussion of impact of findings good but should have been developed further.</p> <p>Generally readable but with a few awkward or unclear passages.</p>	<p>Conclusions and results are weakly connected to results and incompletely developed.</p> <p>Missing more than two of limitations of the approach and steps to minimize them.</p> <p>Summary and discussion of impact of findings inadequate.</p> <p>Awkward or unclear passages occur as often as once per page.</p> <p>Grammar, word choice, spelling</p>	<p>Conclusions and recommendations do not logically follow from the results and do not provide interesting insight on the issue.</p> <p>Fails to list the merits and limitations of the approach, and steps taken to minimize any threats.</p> <p>Summary and discussion of impact of findings very weak or missing.</p> <p>Awkward or unclear passages occur more often</p>

	<p>Scholarly style that is also highly readable.</p> <p>Grammar, word choice, spelling or punctuation errors are very rare, no more often than once every 5-6 pages.</p>	<p>Grammar, word choice, spelling and punctuation errors occur, but are rare and do not detract from the paper.</p>	<p>and punctuation errors occur as often as once per page and detract from the paper.</p>	<p>than once per page.</p> <p>Grammar, word choice, spelling and punctuation errors occur more often than once per page and substantially detract from the paper.</p>
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**Goal 3.** Foster principled practitioners focused on public service values of effectiveness, efficiency, accountability, integrity, mutual respect, equity, fairness, and transparency.

**SLO 4.** Understand the role of ethical values, including issues of equity and equality, in the creation of and implementation of public programs.

Goal 3 / SLO 4				
Dimension	Distinguished	Proficient	Acceptable	Emerging

**Goal 4.** Instill an appreciation for the complex, dynamic, diverse, technologically-engaged, and global nature of public and nonprofit service.

**SLO 5.** Integrate democratic principles and professional ideals in managing both a diverse workforce and serving a diverse citizenry.

Goal 4 / SLO 5			
Dimension	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
<b>Ethical Implications</b>	Understands and applies the role of ethical values including democratic principles and professional ideals in managing both a <i>diverse</i> workforce and serving a diverse citizenry.	Understands the role of ethical values including democratic principles and professional ideals in managing both a diverse workforce and serving a diverse citizenry.	Does not understand the role of ethical values including democratic principles and professional ideals in managing both a diverse workforce and serving a diverse citizenry.

**Goal 4.** Instill an appreciation for the complex, dynamic, diverse, technologically-engaged, and global nature of public and nonprofit service.

**SLO 6.** Demonstrate proficiency in communicating with others.

Goal 4 / SLO 6			
Dimension	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
<b>Content</b>	The speaker provides a variety of types of content appropriate for the task, such as generalizations, details, examples and various forms of evidence. The speaker adapts the content in a specific way to the listener and situation.	The speaker focuses primarily on relevant content. The speaker sticks to the topic. The speaker adapts the content in a general way to the listener and the situation.	The speaker spends too much time on less than relevant content. The speaker wanders off the topic. The speaker uses words and concepts which are inappropriate for the knowledge and experiences of the listener (e.g., slang, jargon, & technical language).

<b>Organization</b>	The message is very well organized. The speaker helps the listener understand the sequence and relationships of ideas by using organizational aids such as announcing the topic, previewing the organization, using transitions, previewing and summarizing	The message is reasonably organized. The listener has little difficulty understanding the sequence and relationships among the ideas in the message. The ideas in the message are mostly logical and flow from one to the next, but the logic wasn't explained and the speaker could have done more to preview, summarize or add context.	The organization of the message is mixed up and random. The listener must make some assumptions about the sequence and relationship of ideas. The organization of the presentation prevents listeners from understanding key points in the presentation.
<b>Delivery</b>	The speaker delivers the message in a confident, poised, enthusiastic fashion. The volume and rate varies to add emphasis and interest. Pronunciation and enunciation are very clear. The speaker exhibits very few disfluencies, such as "ahs," "uhms," or "you knows."	The volume of the speaker is a little too low and/or the rate of speaking is a bit too fast. The pronunciation and enunciation are mostly clear. The speaker exhibits few disfluencies, such as "ahs," "uhms," or "you knows."	The volume of the speaker is so low and/or the rate of speaking is so fast that the audience cannot understand most of the message. The pronunciation and enunciation are very unclear. The speaker appears uninterested.
<b>Length of Presentation</b>	Within a few minutes of the allotted time.	Was close to the allotted time, but missed the goal for allotted time by enough that it was noticeable to audience. Presenter may have had to remove material from their planned presentation or stretch material to fill allotted time.	Missed the time mark by a significant amount of time.

<b>Communication</b>	Demonstrates exemplary communication skills in communicating with others.	Demonstrates proficiency in communicating with others.	Does not demonstrate proficiency in communicating with others.
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