

Standard 1

Process for Coding Learning Objectives and Competencies For NASPAA and COPRA Accreditation

School Mission

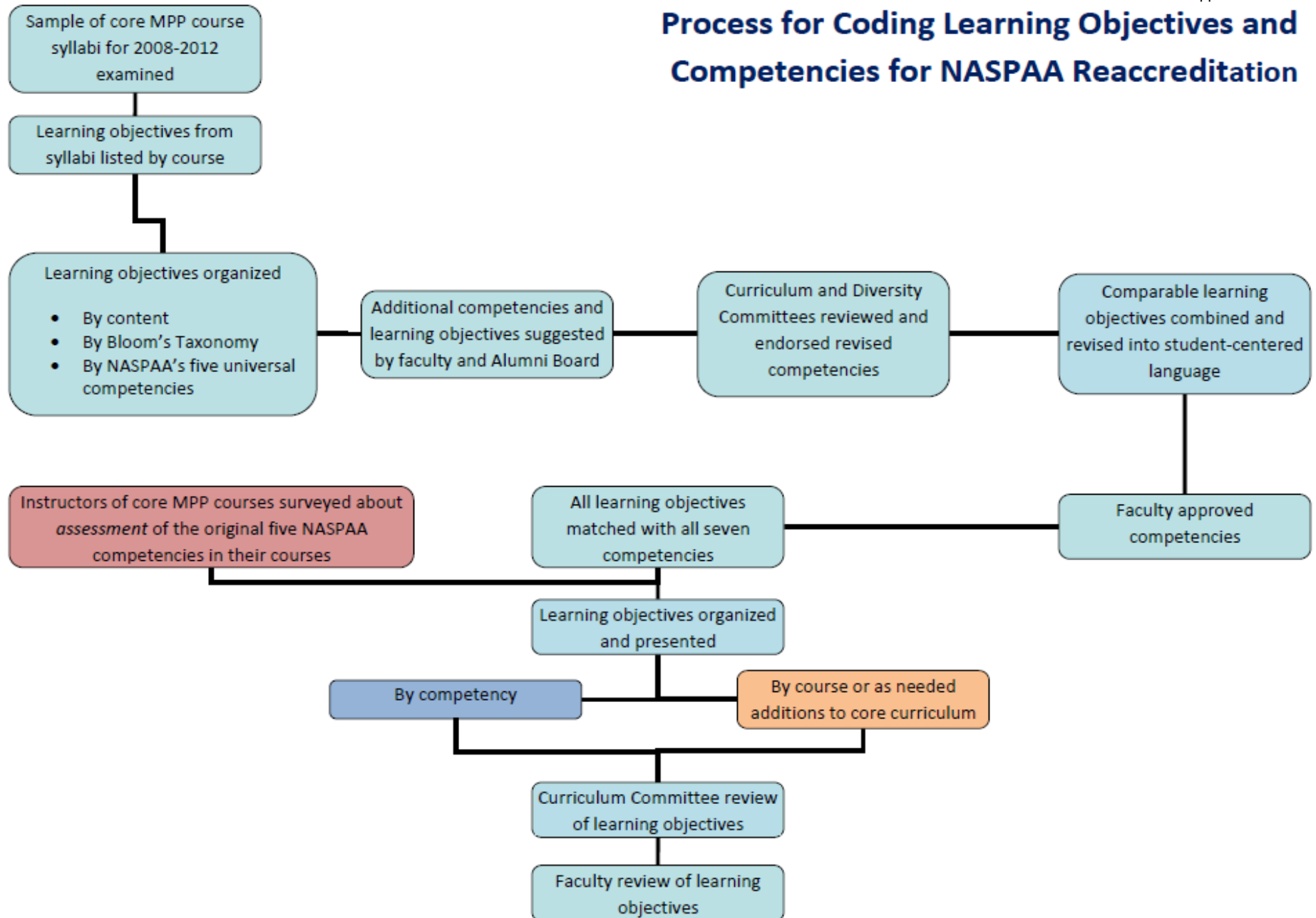
The Humphrey School of Public Affairs inspires, educates, and supports innovative leaders to advance the common good in a diverse world. The School pursues its mission by using its resources and those of the University to integrate: Preparation of students for leadership in public affairs; The bridging of disciplines across the University and larger community to advance public affairs scholarship; and Public engagement and scholarship to address important issues and to solve problems facing Minnesota, the nation, and the world in a non-partisan setting.

Program Mission

The mission of the Master of Public Policy Program is to prepare professionals with specialized skills and knowledge to advance the common good in a range of public policy issues and in the management of organizations in a diverse world.

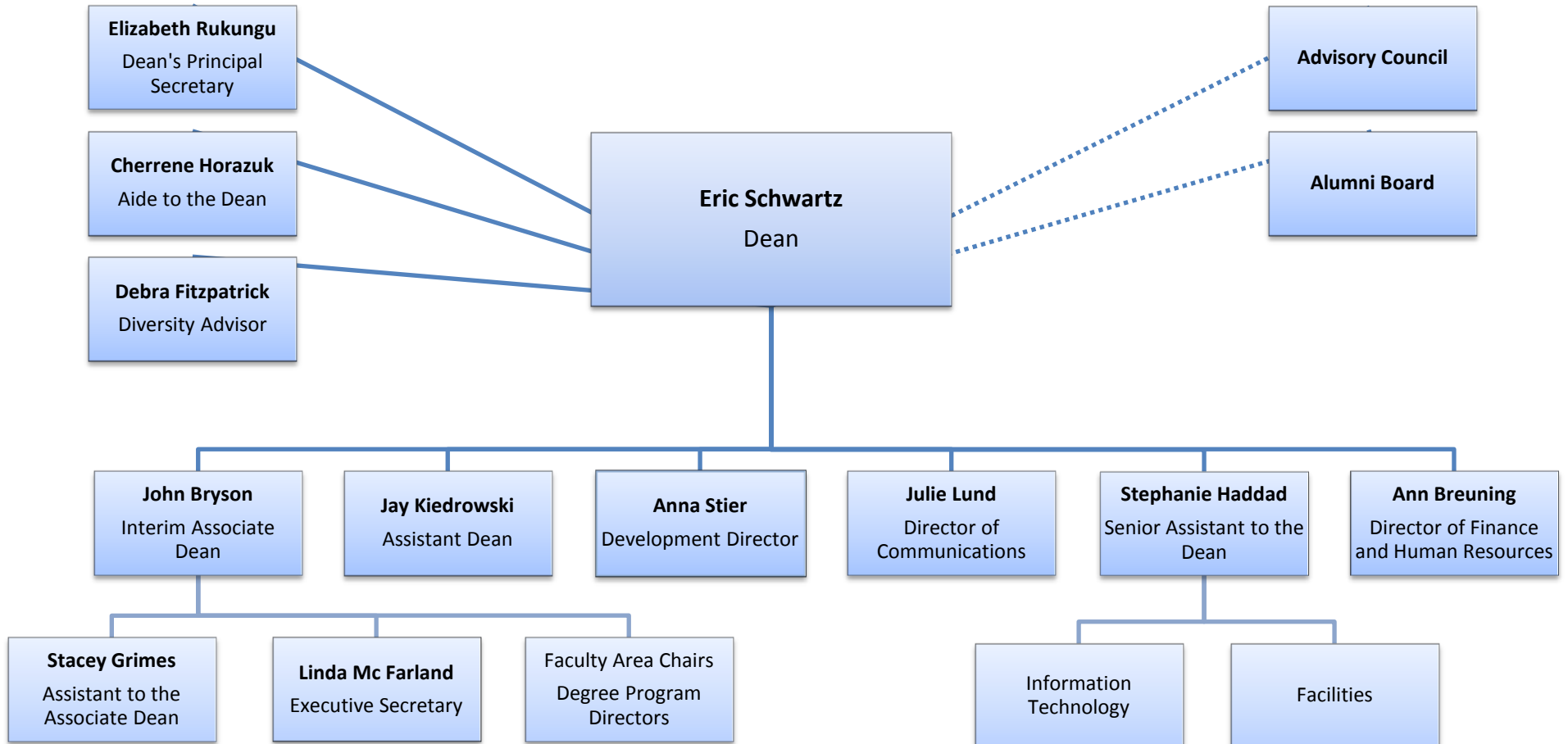
This appendix describes the work by the School faculty, students, and staff to (1) develop competencies and learning objectives for the Master of Public Policy (MPP) Program, (2) match learning objectives with competencies, and (3) match competencies and learning objectives with courses. The figure on the following page outlines the workflow for these processes. In the appendix for Standard 5, learning objectives are presented by competency and by course.

Process for Coding Learning Objectives and Competencies for NASPAA Reaccreditation



HHH Staffing Chart: Senior Leadership

December 2012



Standard 3

3.1.4 – Courses Taught in Self-Study Year

Calculations for 3.1.4 - Courses Taught in SSY						
	MPP Required		MPP Required <i>and</i> Options for Required		All Courses	
	Number	Percent	Number	Percent	Number	Percent
Courses Taught by Full-Time Faculty	23	74%	38	68%	95	59%
Courses Taught by Part-Time Faculty	8	26%	18	32%	66	41%
Total	31	100%	56	100%	161	100%
<i>Subtotal Tenure</i>	15		28.5		62	
<i>Subtotal Tenure Track</i>	1		1		11	
Courses Taught by Tenure/Tenure-Track Faculty	16	52%	29.5	53%	73	46%
Courses Taught by Nucleus Faculty	26	84%	41.5	74%	105	65%
Number of Courses Taught by Academically or (Academically and Professionally) Qualified Faculty	31	100%	46	82%	120	75%
Number of Courses Taught by Only Professionally Qualified Faculty	0	0%	10	18%	41	25%
Total	31	100%	56	100%	161	100%
Green means corresponds to a COPRA criterion and meets the standard.						

Additional 3.1.4 Information		
	Number	Percent
Size of Nucleus	44	-
Nucleus Members that are Academically or (Academically and Professionally) Qualified	42	95%
Green means corresponds to a COPRA criterion and meets the standard.		

Based on the revisions outlined in NASPAA’s April 26, 2013 list of detailed changes in accreditation criteria, the Humphrey School more than fully complies with accreditation requirements of standard 3.1.4. Examining only required courses in light of the new standards detailed in changes 29 and 30, the Humphrey School exceeds the requirement that 75% of the faculty be academically qualified. If the focus of the analysis is relaxed and other courses are added, including those that are required among options, the School remains substantially above the minimum thresholds. **For the purposes of the self-study report, the combination of required courses and courses that are required among options are considered those that deliver required competencies.** For more information on this subject, please see the appendix for Standard 6.

Further expanding the analysis to include all courses, the School continues to meet the standard. Additionally, in all three categories the School exceeds the requirement that at least 50% of courses are taught by full time

faculty and that at least 50% of courses delivering competencies are taught by a qualified nucleus faculty member.

The 2006 self study included all faculty in the nucleus. For this self study report, the School's nucleus is defined as the School's Graduate Faculty, minus members of the Graduate Faculty considered unlikely to ever teach MPP students. The Graduate Faculty includes all tenure and tenure-track faculty, as well as Senior Fellows, instructors, and researchers that have been given voting rights by the faculty (e.g. Zentner-Bacig). In practice, this means that our nucleus faculty is effectively all Graduate Faculty less members who teach core courses in the Masters of Public Affairs (MPA) core courses. These MPA courses are extremely unlikely to be taken by MPP students since they cover material comparable to that covered in the MPP core.

Extra Calculations for 3.1.4 - Courses Taught in SSY-1						
	MPP Required		MPP Required <i>and</i> Options for Required		All Courses	
	Number	Percent	Number	Percent	Number	Percent
Courses Taught by Full-Time Faculty	23.5	73%	33.83	63%	98	58%
Courses Taught by Part-Time Faculty	8.5	27%	20	37%	71	42%
Total	32	100%	54	100%	169	100%
<i>Subtotal Tenure</i>	16.5		24		64	
<i>Subtotal Tenure Track</i>	2		3		13	
Courses Taught by Tenure/Tenure-Track Faculty	18.5	58%	27.0	50%	76	45%
Courses Taught by Nucleus Faculty	28	88%	38.33	71%	109	64%
Number of Courses Taught by Academically or (Academically and Professionally) Qualified Faculty	31	97%	41	76%	124	73%
Number of Courses Taught by Only Professionally Qualified Faculty	1	3%	13	24%	45	27%
Total	32	100%	54	100%	169	100%
Green means corresponds to a COPRA criterion and meets the standard.						

The School also expanded its analysis to examine all the courses taught in year prior to the self study year. This information is presented above. In the self study year, in all three sets of columns, there is a slightly higher percentage of full-time faculty teaching courses (the combination of required courses and courses that are required among options). The increase from SSY-1 to SSY was five percentage points higher for courses that deliver core competencies. There is a slight decrease in the percentage of required courses taught by nucleus faculty; however there is a slight increase in the percentage of courses delivering core competencies taught by nucleus faculty. In all three sets of columns, there is a slightly higher percentage of courses taught by academically (or academically and professionally qualified) faculty.

Below, the same figures are presented for the combination SSY-1 and SSY.

Extra Calculations for 3.1.4 - Courses Taught in Both Years (SSY and SSY-1 Combined)						
	MPP Required		MPP Required <i>and</i> Options for Required		All Courses	
	Number	Percent	Number	Percent	Number	Percent
Courses Taught by Full-Time Faculty	46.5	74%	71.83	65%	193	58%
Courses Taught by Part-Time Faculty	16.5	26%	38	35%	137	42%
Total	63	100%	110	100%	330	100%
<i>Subtotal Tenure</i>	31.5		52.5		126	
<i>Subtotal Tenure Track</i>	3		4		24	
Courses Taught by Tenure/Tenure-Track Faculty	34.5	55%	56.5	51%	150	45%
Courses Taught by Nucleus Faculty	54	86%	79.83	73%	214	65%
Number of Courses Taught by Academically or (Academically and Professionally) Qualified Faculty	62	98%	87	79%	245	74%
Number of Courses Taught by Only Professionally Qualified Faculty	1	2%	23	21%	86	26%
Total	63	100%	110	100%	330	100%

Green means corresponds to a COPRA criterion and meets the standard.

Humphrey School MPP Nucleus Faculty

As explained above, for this self study report, the School's nucleus is defined as the School's Graduate Faculty, minus members of the Graduate Faculty considered unlikely to ever teach MPP students. The Graduate Faculty includes all tenure and tenure-track faculty, as well as Senior Fellows, instructors, and researchers that have been given voting rights by the faculty (e.g. Zentner-Bacig). In practice, this means that our nucleus faculty is effectively all Graduate Faculty less members who teach core courses in the Masters of Public Affairs (MPA) core courses. These MPA courses are extremely unlikely to be taken by MPP students since they cover material comparable to that covered in the MPP core.

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|-------------------------|-------------------------|-----------------------------|
| 1. Allen, Ryan Patrick | 16. Goetz, Edward Glenn | 31. Peercy, Chavanne |
| 2. Atwood, J. Brian | 17. Gray, Sherry | Lenise |
| 3. Assaad, Ragui A | 18. Hanratty, Maria J | 32. Quick, Kathryn S. |
| 4. Bielicki, Jeff | 19. Hoenack, Stephen A | 33. Rolnick, Arthur Jeffrey |
| 5. Bloomberg, Laura L | 20. Jacobs, Larry | 34. Ron, James |
| 6. Boyte, Harry C | 21. Kelley, Steve | 35. Sandfort, Jodi R. |
| 7. Bruininks, Robert | 22. Kiedrowski, P. Jay | 36. Schively Slotterback, |
| 8. Bryson, John M | 23. Kleiner, Morris M | Carissa |
| 9. Cao, Jason | 24. Kudrle, Robert T | 37. Schwartz, Eric |
| 10. Cohen, Dara Kay | 25. Kuzma, Jennifer | 38. Soss, Joe |
| 11. Crosby, Barbara C | 26. Le, Thanh | 39. Stone, Melissa M |
| 12. DeCramer, Gary M | 27. Levison, Deborah | 40. Stone, Paul Clois |
| 13. Fan, Yingling | 28. Lindsey, Greg H | 41. Swackhamer, Deborah L |
| 14. Fennelly, Katherine | 29. Munnich Jr, Lee | 42. Temple, Judy |
| 15. Friedemann-Sanchez, | William | 43. Wilson, Elizabeth Joan |
| Greta | 30. Myers Jr, Samuel L | 44. Zhao, Zhirong Jerry |

Humphrey School Diversity Strategic and Action Plan

2012-2017

**HUBERT H. HUMPHREY SCHOOL
OF PUBLIC AFFAIRS**

Humphrey School Diversity Strategic and Action Plan

“The Humphrey School of Public Affairs inspires, educates, and supports innovative leaders to advance the common good in a diverse world.”

Humphrey School Mission
Adopted by the graduate faculty in 2006

INTRODUCTION

This plan is based on the proposition that if the Humphrey School wants to prepare innovative leaders to be effective in a diverse world, then it must take action to ensure that the School’s community more closely reflects the diversity found in the world, and it must better integrate diversity into its curriculum and teaching; scholarship; and outreach. Through a participatory process that engaged 117 Humphrey School administrators, faculty members, staff, students and alumni in spring 2012 (see Appendix A for more detail on this process and its participants), the One Humphrey One Community working group of the Diversity Committee has developed a Diversity Strategic and Action Plan that contains the following components:

- Goals (our aspirations regarding diversity at the School);
- Strategies and actions (specific steps we can take to help realize our goals); and
- Performance measures (how we can measure our progress in reaching our goals).

In addition to the components named above, the working group has arranged the strategies in order of importance within the following six categories:

- Teaching and Curriculum;
- Faculty and Staff Retention and Recruitment;
- Student Retention and Recruitment;
- Outreach and Community Service;
- Research; and
- Climate.

It is important to note that all the strategies selected for inclusion in the plan went through a rigorous selection process and deserve the attention of the Humphrey community.

Finally, the working group has designated likely people and entities at the Humphrey School who will be responsible for implementing and making progress on each of the strategies named in this plan (see Appendix C).

For this process, we used a working definition of diversity developed by the Office of Equity and Diversity (OED) for the purpose of framing our conversations. We did not seek consensus on this definition among participants, but rather used it as a reference point to help orient participants during the process. That definition is suggested by this quote from OED's website:

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Overarching Diversity Goal: We aim to inspire, educate and support innovative leaders to advance the common good in a diverse world by creating an inclusive, welcoming, and supportive School environment; ensuring that the people and scholarship of the School reflect our community and the world, and building an institution committed to inter-cultural growth and learning.

- People with both visible and hidden disabilities;
- Women;
- People of various gender and sexual identities and expressions; and
- First-generation students from economically disadvantaged backgrounds.

We also address issues of access and climate for individuals who might encounter barriers based on their religious expression, age, national origin, ethnicity, or veteran status.”

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It is important to distinguish between two related concepts: inclusion and diversity. By inclusion we mean welcoming multiple and potentially divergent perspectives into a common community of inquiry and learning. By diversity we mean people with identities that have been historically marginalized in our society and especially in higher education and the realm of public affairs. There are some aspects of inclusion that are outside the working definition of diversity above. While both concepts are important for a school of public affairs, this plan focuses more narrowly on diversity.

Information about race/ethnicity, gender, and citizenship status are routinely collected at the University of Minnesota for employees and students. However, other measures that we consider important for tracking diversity are more difficult to collect because of privacy concerns. Where we have suggested performance measures that include more aspects of diversity than race/ethnicity, gender, and citizenship status, we propose that an anonymous and voluntary survey of the Humphrey community be used to supply this information.

GOALS, STRATEGIES AND ACTIONS

Teaching and Curriculum

I. Offer faculty and staff professional development opportunities that will help them the frequency and richness of classroom discussions that focus on diversity.

1. Continue to explore and adopt ways for faculty to "best practices" for incorporating diversity into the with an emphasis on recognizing and discussing the classroom.
2. Provide incentives for faculty, staff and teaching to

Goal: Equip students with the knowledge and skills needed to effectively engage diversity in the realm of public affairs.

training opportunities to help them learn to effectively cross-cultural discussion.

3. Provide institutional support for the inclusion of outside speakers into Humphrey classes (e.g., small
4. Find existing models to teach and assess cultural competency in an appropriate core course in each program (e.g., Intercultural Development Inventory).
5. Incorporate ethical and culturally-sensitive research into appropriate courses.

II. Increase the breadth and depth of related topics covered in course readings, discussions, and assignments (especially in courses).

1. Expand the aspects of diversity discussed in the (privilege, class, gender, race, ability, sexuality, etc.), with attention to historical and contemporary instances of institutional discrimination.
2. Continue to incorporate non-Western perspectives in readings, case studies, and theories.
3. Require an explicit diversity statement for all class syllabi.
4. Create a training module or experience that prepares students for teamwork in diverse groups at the beginning of each degree program (fall semester, year 1).
5. Hire a graduate research assistant to help faculty and staff members develop and integrate new diversity content and assignments into their courses.

III. Continue to assess the diversity content of course syllabi on a regular basis.

Performance Measures

- Percentage of Humphrey course syllabi that include a statement of diversity.
- Percentage of students that report that they "agree" or "strongly agree" with the statement that "This course has prepared me well to work effectively in a diverse world."
- Percentage of students that report that they are "satisfied" or "very satisfied" with the diversity-related skills and knowledge gained through a) assignments; b) readings; c) lectures; and d) class discussions.
- Percentage of recent alumni reporting that they are "satisfied" or "very satisfied" with how their experience at the Humphrey School prepared them to work in diverse contexts.
- Percentage of faculty who feel comfortable moderating a discussion focused on diversity in the classroom (include in survey mentioned in Climate c III).

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classroom

1. Revise current Humphrey class evaluation form and add questions that better address diversity.
 - a. “How satisfied were you with the diversity-related skills and knowledge that you gained in this course from the following areas: assignments, readings, lectures, and class discussions?” (for each area use a five-point Likert scale: very satisfied to very unsatisfied)

Goal 1: Recruit and retain a more diverse faculty and staff
Goal 2: Foster a respectful and collegial workplace for Humphrey faculty and staff

- b. “This course has prepared me well to work effectively in a diverse world.” (Five-point Likert scale: agree strongly to disagree strongly, with space for comments below)

2. Survey recent alumni about the extent to which their experience at the Humphrey School prepared them to work effectively in diverse contexts.

3. Use the Curriculum Working Group of the Diversity Committee as resources for faculty members who are unsatisfied with the diversity content of their syllabi and are seeking improvements.

4. Add an additional student seat on the Humphrey Curriculum Committee to be filled by a student who serves on the Humphrey Diversity Committee Curriculum Working Group to support coordination between the Committees.
5. Seek student input through the Curriculum Committee and PASA's Curriculum Chair via curriculum conversations (with a concentrated effort to increase participation from international students) and communicate results to faculty and administration on an annual basis.

IV. Create new courses that focus exclusively on diversity in public affairs.

1. Support the creation of more capstone projects and electives that focus on diversity-related topics.
2. Create a one-credit lecture series from international staff, faculty, and students.
3. Develop and offer an “Ethics in Public Affairs” course annually as an elective.

Faculty and Staff Retention and Recruitment

I. Create and support positions, funding, and advancement for diverse faculty and staff.

1. Request additional funding from The University of Minnesota (UMN) to hire diverse faculty (targeted opportunity hires).
2. Increase faculty of color at the Humphrey School:
 - a. In tenure track positions as available in the long-term, and
 - b. As adjuncts in the short-term.
3. Support career advancement for staff by offering professional development opportunities and clear pathways for promotion.
4. Value faculty and staff diversity work in research, teaching, and service by making it a significant consideration in tenure and/or annual merit review.

II. Reform internal recruitment norms, practices, and approaches by placing an increased emphasis on social justice and diversity in the hiring process.

1. Identify and initiate alternative recruitment strategies to target diverse candidates, including socio-economic status (e.g., new venues for advertising job openings).
2. Include an explicit statement in faculty and staff job postings that encourages diverse candidates to apply.
3. Include diverse staff and faculty in hiring committees.

III. Create and support a faculty and staff environment conducive to diverse faculty and staff retention.

1. Create an award to recognize faculty or staff leadership on diversity issues at the Humphrey School.
2. Promote open discourse about diversity issues by continuing to host conversations on diversity-related issues at the School (e.g., circle dialogues on race and ethnicity).

Goal 1: Recruit and retain a more diverse student body
Goal 2: Foster a respectful and collegial learning environment for Humphrey students

Student Retention and Recruitment

I. Increase financial support for students from diverse backgrounds.

1. Continue to explore and secure funding sources (government, private, private non-profit, and from within the UMN) that specifically support diverse students.
2. Increase internal funding available to support internships for diverse students and/or students doing work with diverse organizations.
3. Ensure that financial concerns are not contributing to retention losses by creating more second-year scholarships and establishing an emergency loan fund to keep students in school.

II. Leverage partnerships and relationships with external institutions and the Humphrey School alumni network to support recruitment of diverse prospective students.

1. Mobilize networks of alumni for recruitment (in particular, alumni of color) by reaching out to key alumni in one-on-one meetings and creating an email list serve that periodically requests alumni assistance in identifying and recruiting promising diverse prospective students.
2. Prioritize local recruitment of diverse students for Diversity Days in addition to recruiting nationally.
3. Actively recruit at diverse undergraduate institutions by attending graduate school fairs and other events.
4. Create an international recruitment plan focused on diversity.

III. Provide better support for students after they enroll at the Humphrey School to promote retention.

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Performance Measures

- Percentage of Humphrey a) tenure or tenure-track faculty, b) faculty holding endowed chairs, c) adjunct faculty, and d) staff who are diverse (by gender, racial minority status and/or citizenship status; and by sexual orientation, disability status, socioeconomic background, religious affiliation, first generation college student, first generation immigrant, and veteran as available from the survey mentioned in Climate III3).
- Percentage of candidates interviewed for faculty/staff positions who are diverse (by gender, racial minority status and/or citizenship status).
- Percentage of Humphrey a) faculty and b) staff reporting that they are satisfied with their jobs (from survey mentioned in Climate c III).
- Number of faculty/staff nominated for Diversity Award.

ng resources and encourage faculty members to refer students who are struggling academically to these resources.

2. Create an alumni mentoring program for historically disadvantaged students that pairs diverse students with diverse alumni.
3. Create a student Diversity Award recognizing contributions to the enhancement of diversity at the School to be awarded at the end of the year.

IV. Ensure that administrative structures at the Humphrey School support an increase in the proportion of the Humphrey student body from diverse backgrounds.

1. Ensure that addressing diversity concerns in recruitment, admissions, and on-going support for students is a formal part of the job description of all full-time staff in the Graduate Student Services office, as well as the Dean and the Executive Associate Dean.
2. Comprehensively review admissions criteria with a diversity lens to identify potential admission barriers that disproportionately affect diverse prospective students.

V. Increase the breadth and depth of faculty member engagement in student recruitment and retention efforts.

1. Increase the number of opportunities for faculty and students to interact socially outside of the classroom.
2. Build and support relationships between faculty and admissions staff at the Humphrey and Historically Black Colleges and Universities (HBCUs), and with alumni of color, professionals of color networks, multi-cultural center directors, etc.

Performance Measures

- Percentage of Humphrey student body who are diverse (by gender, racial minority status and/or citizenship status; and by sexual orientation, disability status, socioeconomic background, religious affiliation, first generation college student, first generation immigrant, and veteran as available from the survey mentioned in Climate III3).
- Percentage of diverse (designated as protected class) student applicants admitted with financial support to HHH.
- Percentage of active students who would encourage a prospective student to apply to Humphrey (breakout by diverse students versus non-diverse students).
- Student retention rate (Percentage of students in a given entering class either graduated or still enrolled after 1 year, 2 years, ..., 6 years)
- Student graduation rates (Percentage of students in a given entering class that have graduated after 2 years, ..., 6 years)
- Number of students nominated for the end of

Goal: Strengthen and deepen the Humphrey School's relationship with local, state, national and international communities

Outreach and Community Service

I. Create deep and long-term partnerships with diverse external organizations and institutions to increase outreach opportunities for administrators, faculty members, staff, and students.

1. Create or sustain formal and/or informal relationships with Minnesota policy, advocacy, and service organizations that focus on diverse populations to engage their staffs, members, and constituents in policy discussions, research efforts, or classroom instruction.
 - a. Identify and highlight expertise in diverse communities outside of the Humphrey (e.g., invite diverse speakers to the classroom).
2. Create formal and/or informal relationships with diverse international, national, state, and local leaders to facilitate the exchange of learning opportunities for Humphrey faculty, staff, and students.
 - a. Create relationships with select municipalities in the state to address public policy issues in diverse communities by establishing joint research initiatives; providing advice from faculty and students; and hosting community input sessions.
3. Take advantage of existing relationships with other UMN campuses to bring more diverse external perspectives to the school (e.g., UMN Morris and Minnesota's Native American community).

II. Use Humphrey School resources to provide direct benefits to diverse communities and institutions.

1. Continue to lead the University of Minnesota in using minority- and women-owned businesses for procurement.
2. Create an infrastructure at the Humphrey School or take advantage of the University of Minnesota's Community Service-Learning Center for providing service opportunities in diverse communities for faculty, staff, and students.
3. Create a process for diverse organizations and institutions to apply for technical assistance, which could include evaluation services, research, etc., from Humphrey courses, faculty, research centers, and students based on the process currently used to pair clients with student groups in capstone courses.
4. Make the Humphrey School more accessible to community groups in the Twin Cities and other parts of the state by providing meeting spaces and subsidizing costs for renting meeting spaces to diverse groups from within and outside of the University of Minnesota.
5. Use alumni networks to help achieve various outreach strategies, particularly to identify potential partner organizations.

III. Actively share administrative, faculty, staff, student, and alumni accomplishments via internal, university-level, and external/community communication.

1. Issue press releases as appropriate to highlight emerging research, teaching, and outreach accomplishments at the Humphrey School.

Goal: Increase the quality and quantity of research focused on issues of diversity, equity, and social justice

2. Promote a Humphrey “brand” that emphasizes social justice and diversity as core values at the school.

Performance Measures

- Percentage of external “clients” who receive technical or research assistance from an individual or group at the Humphrey School reporting satisfaction with quality of work (breakout by capstone, professional paper, ad hoc class projects).
- Percentage of external “clients” who receive technical or research assistance from an individual or group at the Humphrey School reporting that they felt treated with respect by a) the student(s) and b) the faculty member (if applicable).
- Percentage of external groups whose meeting costs were subsidized.
- Proportion of student internships related to a diversity topic (breakout funded/paid versus non-funded/unpaid).

Research

I. Improve the likelihood that proposals targeting external funding for research on diversity topics are successful.

1. Create an infrastructure at the Humphrey School to support proposal writing for external funding.
2. Create opportunities for faculty members to workshop proposals with peers in order to increase attentiveness to diversity in their research.

II. Identify and cultivate research funding sources focused on diversity issues.

1. Ask funders to provide support exclusively to promote diversity (e.g., endowed chairs, visiting professorships, research fellowships, etc.).

III. Create school-wide incentives for conducting diversity-related research.

1. Sponsor a faculty and student research speaker series that focuses on diversity-related research, modeled after the HSOCA diversity speaker series.
2. Create a competitive pool of internal funding and/or support for diversity-related research.

3. Promote and support the creation of research teams across areas at HHH, across units at the University of Minnesota, and between the University of Minnesota and other universities that focus on diverse research topics.

Goal: Create shared responsibility for building, maintaining and improving an inclusive school climate to increase appreciation of and respect for diverse backgrounds, as well as multiple and intersectional identities

Climate

I. Strengthen institutional support for diversity work through adequate staffing, offering resources and incentives, and instituting appropriate policy changes.

1. Ensure that those planning events occurring in the Humphrey School as well as the wider Humphrey community commit to using the “Inclusivity Checklist” in scheduling and event planning.
2. Allocate an annual line item in the Humphrey School budget for diverse student groups (HSOCA, SRS, and the new international student group).
3. Seek diverse candidates to join the Humphrey School’s Advisory Committee.
4. Formally assign diversity concerns at the Humphrey School to the job description of a high-ranking staff member.
5. Create a formal process to respond to concerns about diversity issues/topics/incidents in a transparent and

Performance Measures

- Proportion of sponsored research budget that supports diversity-related research.
- Number and percentage of annual faculty publications (breakout by peer-reviewed and other) focused on a diversity topic.
- Number of professional papers submitted for the end of year Diversity award.

timely way.

6. Conduct a review of Humphrey School policies to ensure alignment with diversity goals and the Diversity Strategic Action Plan.
7. Integrate implementation of actions described in this plan into existing and on-going processes (e.g., MPP accreditation by NASPAA and MURP accreditation by PAB).
8. Designate faculty/staff who receive training as “allies” so that all community members can identify safe spaces to seek support and guidance on diversity-related issues (the amount and type of training that qualifies someone for “ally” status to be determined in consultation with OED).

II. Create opportunities for community building among and between administrators, faculty members, staff, students, and alumni.

1. Increase the frequency and variation of school-wide social events.
2. Sponsor retreat opportunities for students from a variety of backgrounds to socialize and discuss substantive policy issues.

III. Develop and implement accountability mechanisms to ensure that the Humphrey School works toward enhancing diversity at the school.

1. Develop a definition of diversity for the Humphrey School.
2. Create an annual “State of Diversity at the Humphrey School” event and publish an annual report that assesses the School’s relative progress on achieving goals laid out in the Diversity Strategic Action Plan.
3. Develop a survey of students, staff, faculty, recent alumni, and other key stakeholder groups to assess climate at the school (similar to the PULSE survey at the University of Minnesota).

IV. Clarify the structure, membership process, and communication expectations for the Humphrey School’s Diversity Committee and associated working groups.

1. Restructure the diversity committee membership/recruitment process so that it is transparent.
2. Actively communicate the mission, decisions and actions of the Diversity Committee to the entire

Performance Measures

- Percentage of a) faculty, b) staff and c) students who feel that Humphrey is a welcoming and inclusive place (breakout by diverse individuals versus non-diverse individuals).
- Proportion of faculty and/or staff who receive ally training.

Humphrey School community through internal and external channels.

3. Have the Diversity Committee create goals for itself and each working group at the beginning of the year and require the end of year reports by working groups and the committee document progress in reaching those goals.
4. Develop a transparent mechanism through which community members not on the diversity committee can provide suggestions and input regarding the goals.

APPENDIX A

The Diversity Strategic and Action Plan Process

In fall 2011, the One Humphrey One Community (OHOC) working group of the Humphrey School's Diversity Committee developed a process for creating a diversity strategic and action plan for the school. OHOC is comprised of a mixture of faculty, staff and students, including: Ryan Allen, co-chair; Jonathan Brown; Karen McCauley; Linda McFarland; Aaron Meyers; Emily Saunoi-Sandgren; Heather Schommer; Mary Small, co-chair; and Vincent Vu.

With the support of Dean Schwartz and through consultation with the Office of Equity and Diversity (OED) at the University of Minnesota and key faculty members at the Humphrey School, most notably John Bryson and Barbara Crosby, we developed a two stage participatory process (Action Strategy Mapping and a SWOT analysis) that sought input from administrators, students, faculty, staff, and alumni. We focused our efforts on generating strategies and actions that would help the Humphrey School to fulfill its mission.

In support of this plan, Dean Schwartz appointed an external Advisory Council to provide feedback and guidance. Advisory Council members included: MayKao Hang, Trista Harris, Kiyoshi Nakasaka, Jaime Pinkham, Kate Rubin, Jonathan Sage-Martinson, Rosa Tock, and Paul Williams.

Planning Sessions and Participants

We held six sessions where members of the Humphrey community had an opportunity to provide input into the plan. In the first of these, we hosted a large group discussion in which we asked participants to provide feedback on the process that we had developed. For the remaining five sessions, we split participants into small groups of 5 to 6 people and used a trained facilitator (either a member of the OHOC working group or staff from OED) to guide each group through the activities. Two Action-Oriented Strategy Mapping sessions occurred (one on Friday March 2 and one on Saturday March 3), with each lasting approximately six hours. Two sessions analyzing the Strengths Weaknesses Opportunities and Threats (SWOT) occurred (one on Friday March 23 and one on Saturday March 31), with each lasting approximately three hours. A final hour and a half wrap-up session was held on Thursday April 5.

In all sessions, we assigned one or two of the six topic areas of the strategic and action plan to each of the small groups. Whenever possible we mixed administrators, faculty, staff, students, and alumni into each of the small groups. In doing so, we ensured that a direct supervisory relationship did not exist between any of the participants in a small group and no faculty members were in a group with students they advised or currently taught. We recruited participants for each session through email messages and personal appeals to faculty, staff, students, and alumni. Finally, we also used information gathered from a skills class at the Humphrey School that taught Action-Oriented Strategy Mapping and SWOT analysis using enhancement of diversity at the Humphrey School as its topic (taught by John Bryson, Barbara Crosby and Lee Munnich in December 2012), as well as recommendations proposed by the Humphrey Students of Color Association (HSOCA) in previous years.

Over the course of these six planning sessions and the skills course, 117 unique individuals participated in our process (many came to multiple sessions). Of these 117 individuals:

- 64% were female
- 38% were people of color
- 58% were current students

- 12% were alumni
- 21% were staff members
- 9% were faculty members

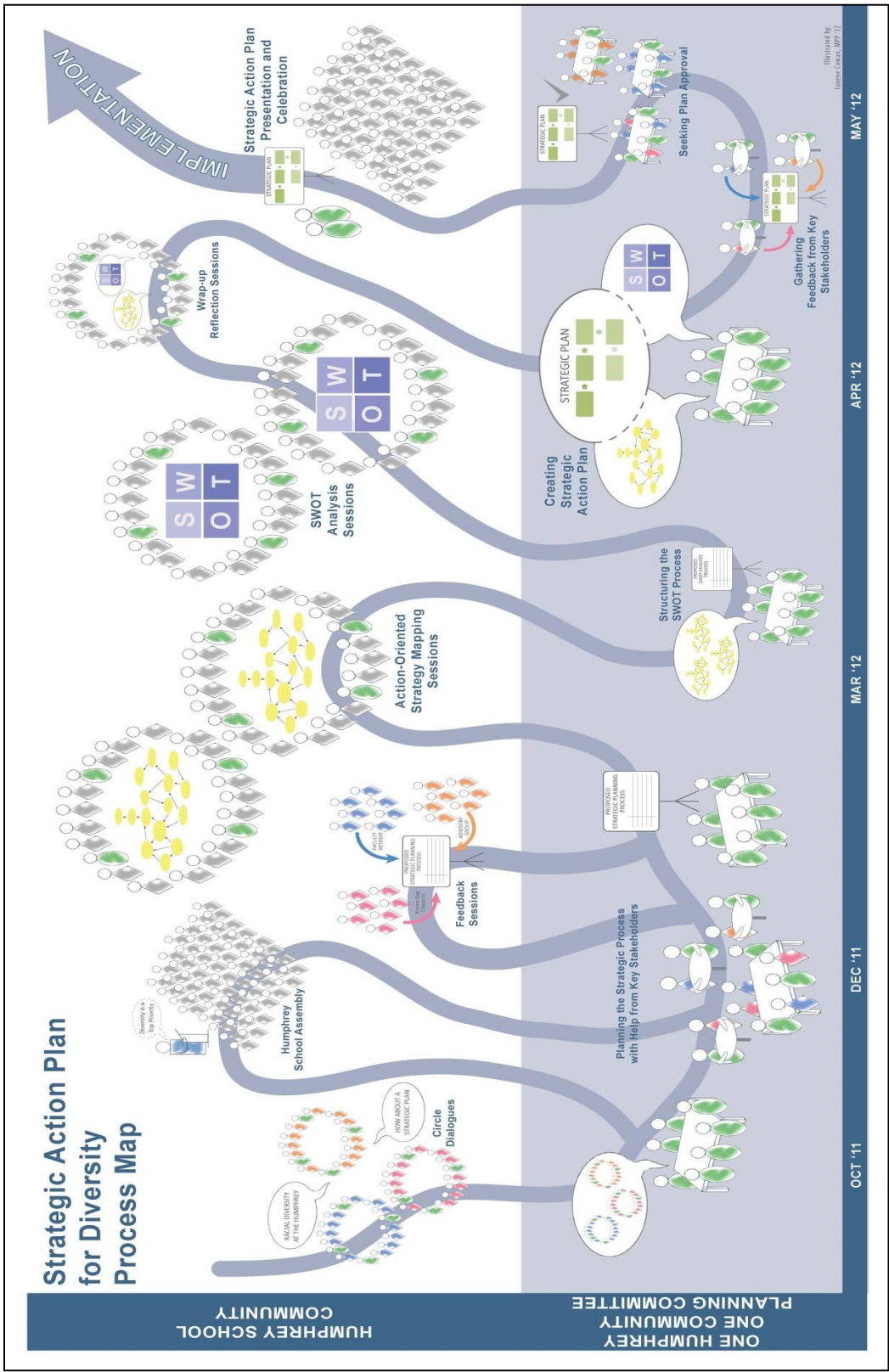
Selecting Candidate Strategies and Actions

Participants generated hundreds of strategy and action ideas during this process. As part of the SWOT analysis and wrap-up sessions, participants brainstormed potential criteria to use in selecting which strategy and action ideas to include in the final plan. From these potential criteria, the OHOC working group chose a final group of criteria which included the following:

- Easily communicated and understood
- Improves current level of research, student learning or community relations
- Responsibility can be assigned (or has been accepted)
- Financially feasible
- Recognizes capacity/ workload limitations
- Has buy-in from key stakeholders
- Will likely help to achieve diversity goals

The working group also assessed whether a strategy or action was something that could be implemented at the school in the short term, long term, or potentially both the short and long term. Finally, with input from Associate Dean Lindsey, John Bryson and Barbara Crosby, the working group created the responsibility matrix, which suggests likely points of contact and individuals or institutions to implement each of the strategies considered in this plan (see Appendix C).

APPENDIX B



APPENDIX C

Responsibility Matrix

Strategy	Likely Point(s) of Contact	Likely Implementer(s)
Teaching and Curriculum		
Offer faculty and staff professional development opportunities that will help them improve the frequency and richness of classroom discussions that focus on diversity.	Associate Dean	Faculty, Staff, Teaching Assistants
Increase the breadth and depth of diversity-related topics covered in course readings, discussions, and assignments (especially in core courses).	Associate Dean	Faculty
Continue to assess the diversity content of course syllabi on a regular basis.	Chairs of the Curriculum Working Group of the Diversity Committee and Curriculum Committee	Faculty
Create new courses that focus exclusively on diversity in public affairs.	Associate Dean	Curriculum Committee, Faculty
Faculty and Staff Recruitment and Retention		
Create and support positions, funding, and advancement for diverse faculty and staff.	Dean	Administrative Staff
Reform internal recruitment norms, practices, and approaches by placing an increased emphasis on social justice and diversity in the hiring process.	Dean	Human Resources
Create and support a faculty and staff environment conducive to diverse faculty and staff retention.	Associate Dean	Faculty, Staff
Student Recruitment and Retention		
Increase financial support for students from diverse backgrounds	Dean	Dean, Faculty
Leverage partnerships and relationships with external institutions and the Humphrey School alumni network to support recruitment of diverse prospective students.	Dean, GSS	Faculty, Staff, Students, Alumni
Provide better support for students after they enroll at the Humphrey School to promote retention.	GSS, PASA	GSS, Students

Ensure that administrative structures at the Humphrey School support an increase in the proportion of the Humphrey student body from diverse backgrounds.	GSS	Students, Faculty, Alumni
Increase the breadth and depth of faculty member engagement in student recruitment and retention efforts.	Associate Dean, GSS	Faculty
Outreach		
Create deep and long-term partnerships with diverse external organizations and institutions to increase outreach opportunities for faculty members, staff, and students.	Dean	Faculty, Staff, Communications, Research Centers
Use Humphrey School resources to provide direct benefits to diverse communities and institutions.	Dean	All Faculty/Staff with discretionary accounts, Center Directors
Actively share faculty, staff, and student accomplishments via internal, university-level, and external/community communication.	Dean	Communications, Faculty, Staff, PASA, Students
Research		
Improve the likelihood that proposals targeting external funding for research on diversity topics are successful.	Associate Dean	Faculty, Students, Staff
Identify and cultivate research funding sources focused on diversity issues.	Associate Dean	Faculty
Create school-wide incentives for conducting diversity-related research.	Dean	Dean, Associate Dean, Faculty
Climate		
Strengthen institutional support for diversity work through adequate staffing, offering resources and incentives, and instituting appropriate policy changes.	Dean	Center Directors, Area Chairs
Create opportunities for community building among and between faculty members, staff, students, and alumni.	Dean	Faculty, Students, PASA, Staff
Develop and implement accountability mechanisms to ensure that the Humphrey School works toward enhancing diversity at the school.	Shared: Dean, Executive Committee	
Clarify the structure, membership process, and communication expectations for the Humphrey School's Diversity Committee and associated working groups.	Diversity Committee Chair	Diversity Committee

April, 2013

Dear Humphrey School Accountability Working Group members:

Attached is the finalized list of recommended accountability measures that would comprise a **Humphrey School Accountability Dashboard** to help us track progress toward our broad diversity-related goals.

As you'll recall, this list is a result of:

- the working group's initial discussions of how to approach the task of identifying important accountability indicators that measure our progress as a school
- a working group between-meeting poll of all the indicators outlined in the One Humphrey One Community document.
- a school-wide survey soliciting feedback on the proposed measures.
- final working group review of the measures.

As we've discussed in the working group (and indicated on the schoolwide survey), these measures may not be the only ways in which the Humphrey School will monitor progress toward achieving our goals. If we as a working group agree, however, our recommendation will be that data are compiled and publicly reported for these specific measures on a regular (annual) basis.

Please review the attached list of accountability measures and let us know if you have any concerns, questions, or proposed edits before we submit this final recommended list to the full Diversity Committee. Given how busy everyone is toward the end of the school year, if we can complete this final round of reviews via email, I don't think there is a need for us to meet as a group again this year.

Thanks, everyone, for your commitment to this important work.

**Humphrey Diversity Committee
Accountability Working Group
Recommended Dashboard of Accountability Measures
Revised April, 2013**

Teaching and Curriculum
1. Percentage of students who report they “agree” or “strongly agree” with the statement that “This course has prepared me well to work effectively in a diverse world.”
2. Percentage of students who report they “agree” or “strongly agree” with the statement that “This course has prepared me well to work effectively in a diverse world.”
3. Percentage of students who report they are “satisfied” or “very satisfied” with the diversity-related skills and knowledge gained through a) assignments; b) readings; c) lectures; and d) class discussions.
4. Percentage of recent alumni reporting that they are “satisfied” or “very satisfied” with how their experience at the Humphrey School prepared them to work in diverse contexts.
5. Percentage of faculty who feel comfortable moderating a discussion focused on diversity in the classroom.
6. Percentage of faculty who DO encourage/moderate classroom discussions focused on diversity as it relates to course content.
Faculty and Staff Retention and Recruitment
7. Humphrey faculty and staff profile (based self-identification of status by gender, race, citizenship status; sexual orientation, disability status, socioeconomic background, religious affiliation, first generation college student, first generation immigrant, and veteran)
8. Data presented by: a) tenure or tenure-track faculty, b) faculty holding endowed chairs, c) adjunct faculty, and d) staff
Student Retention and Recruitment
9. Humphrey student body profile (based self-identification of status by gender, race, citizenship status; sexual orientation, disability status, socioeconomic background, religious affiliation, first generation college student, first generation immigrant, and veteran)
10. Student graduation rates (Percentage of students in a given entering class that have graduated after 2 years, ..., 6 years)
Outreach and Community Service
11. Proportion of student internships/capstones related to a diversity topic (breakout funded/paid versus non-funded/unpaid).
Research
12. Proportion of sponsored research budget that supports diversity-related research.
13. Number and percentage of annual faculty publications (breakout by peer-reviewed and other) focused on a diversity-related topic.
Climate
14. Percentage of a) faculty, b) staff and c) students who feel that Humphrey is a welcoming and inclusive place (report by agreed upon demographic breakdown).
15. Percent of faculty and/or staff who receive ally training.

Standard 5

Mapping Learning Objectives

Building on the appendix for standard 1, this appendix describes the work by the School faculty, students, and staff to (1) develop competencies and learning objectives for the Master of Public Policy (MPP) Program, (2) match learning objectives with competencies, and (3) match competencies and learning objectives with courses. This appendix includes learning objectives presented by competency and by course. Learning objectives listed by competency results are sorted by Bloom’s Taxonomy and by course number (see blue tables). Learning objectives sorted by course (and by Bloom’s Taxonomy) also are mapped back to competency. Many learning objectives are matched with more than one competency (see orange tables). Where syllabi from different sections of the same courses or different courses included essentially the same learning objective (e.g., demonstrate the ability to write clearly), duplicates have been eliminated from the table.

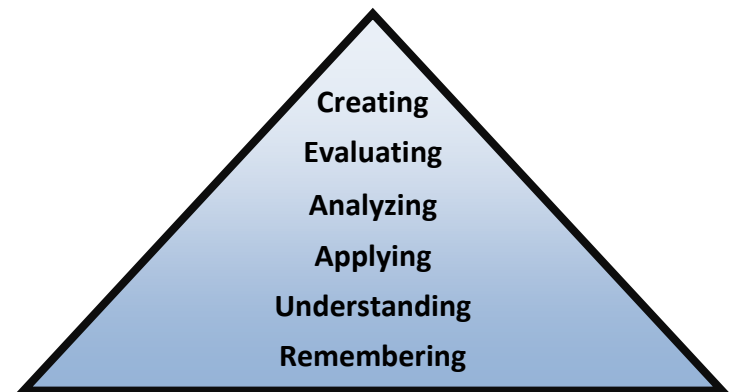
The learning objectives for this exercise were extracted from a sample of 30 MPP syllabi for courses delivering core competencies offered between 2008 and 2012. The syllabi then were analyzed in the summer of 2012 by a graduate research assistant. Methods of assessment used in courses also were extracted (e.g., exam, memo, research paper, etc.). Later, in 2013, similar learning objectives were combined and all competencies were rewritten in student-centered language.

In spring 2013, these learning objectives then were sorted by content and Bloom’s Taxonomy, and then matched with competencies. The faculty and alumni board then suggested additional competencies and learning objectives. The Curriculum and Diversity Committees subsequently endorsed a list of seven competencies based on the five “universal competencies” required by NASPAA and COPRA for accreditation but expanded to include faculty and alumni suggestions and to reflect the Humphrey School’s distinctive mission. In March 2013, the faculty approved seven competencies for the MPP program. Prior to the addition of the new competencies, a survey of adjunct and tenure-tenure track instructors asked the instructors of core MPP courses to identify which of NASPAA’s original five competencies are *assessed* in their courses. The Competency Coverage Matrix summarizes all the information in the following tables. The last row identifies the instructors whose syllabi were examined for learning objectives.

Final MPP Competencies (DRAFT)

1. To lead and manage in governance across sectors, institutions, and diverse populations and cultures.
2. To participate in problem-solving, policy-making, and institutional and societal change in dynamic, uncertain environments.
3. To analyze, synthesize, think critically, solve complex problems, and make decisions (informed by quantitative, qualitative, economic, and other methods).
4. To articulate the essential role of public institutions in democratic societies and the importance of democratic values in delivery of public services.
5. To understand conceptions of the common good, acknowledge normative and ethical viewpoints, and promote social justice.
6. To communicate and interact productively with individuals in diverse and changing cultures and communities.
7. To understand global interdependencies and their implications for governance, policy-making, and implementation.

Draft competencies.



The revised, updated version of Bloom’s Taxonomy which was used in this coding process. Adapted from Overbaugh and Schultz (n.d.), http://ww2.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm.

Competency Coverage Matrix

No.	Competency	PA 5002	PA 5003	PA 5011	PA 5012	PA 5021	PA 5022	PA 5031	PA 5032	PA 5033	PA 5035	PA 5036	PA 5037	PA 5080	PA 8081
		Intro to Policy Analysis	Intro to Financial Analysis	Mgmt of Organizations	Politics of Public Affairs	Econ for Policy Analysis I	Econ for Policy Analysis II	Empirical Analysis	Intermediate Regression	Multivariate Techniques	Survey Research and Data Collection	Regional Economic Analysis	Regional Demographic Analysis	Capstone Preparation Workshop	Capstone Workshop
1	To lead and manage in governance across sectors, institutions, and diverse populations and cultures.		X	X										X	X
2	To participate in problem-solving, policy-making, and institutional and societal change in dynamic, uncertain environments.	X		X	X		X								X
3	To analyze, synthesize, think critically, solve complex problems, and make decisions (informed by quantitative, qualitative, economic, and other methods).	X	X	X	X	X	X	X	X	X	X	X	X		X
4	To articulate the essential role of public institutions in democratic societies and the importance of democratic values in delivery of public services.		X	X											
5	To understand conceptions of the common good, acknowledge normative and ethical viewpoints, and promote social justice.			X	X		X	X		X					X
6	To communicate and interact productively with individuals in diverse and changing cultures and communities.	X	X	X			X							X	X
7	To understand global interdependencies and their implications for governance, policy-making, and implementation.			X	X		X								X
		Kudrle, Lindsey, Myers, Wilson	Kiedrowski, Zhao	Bielefeld, Bryson, Quick, Sandfort, Stone (M)	Burns, Oxendine, Phinney, Soss	Hanratty, Le	Bielicki, Hanratty, Le, Rolnick, Temple, White	Bielicki, Cao, Le, Levison, Ritter	Kudrle	Kleiner	Daves	Assaad, Smela	Assaad, Gillaspay	Stone (M)	Allen, Benasutti, Bruininks, DeCramer, Fox, Gerdes, Gray, Greco, Hanratty, Kleiner, Lindsey, Motzenbacker, Munnich, Murphy (LB), Peacock, Rolnick, Schively-Slotterback, Stone (M), Westcott, Wilson

X Syllabus learning objectives

Faculty reported coverage from survey (Competencies 5 and 7 are not applicable as they were generated after the survey)

Competency 1:

“To lead and manage in governance across sectors, institutions, and diverse populations and cultures.”

Line No.	DRAFT Measurable Learning Objectives from Syllabi and Faculty Retreat (Edited for Consistency) "You will be able to...."	Bloom's Taxonomy	No.	Course Title	Sem.	Internal Tracking No.	Copies
1	Understand and explain how financial management is an integral part of nonprofit/public management.	Understanding	5003	Introduction to Financial Analysis and Mgmt	Fall 2011	13	
2	Understand and accurately use the language, terminology, and skills of nonprofit/public budgeting, accounting, and financial statements.	Understanding	5003	Introduction to Financial Analysis and Mgmt	Fall 2011	14	
3	Explain the potential and limitations of public and nonprofit management and leadership, given the complexities of democracy and legitimate public action.	Understanding	5011	Management of Organizations	Fall 2011	18	
4	Explain the elements of organizations and identify how elements of the larger environment shape what happens within them.	Understanding	5011	Management of Organizations	Fall 2011	19	
5	Identify the ways that organizations operate as systems within particular contexts that provide both opportunities and constraints.	Understanding	5011	Management of Organizations	Fall 2011	20	
6	Understand basic concepts and competencies; use the skills necessary to lead organizations involved in making and carrying out public policy.	Applying	5011	Management of Organizations	Fall 2011	12	
7	Analyze organizational problems from multiple perspectives.	Analyzing	5011	Management of Organizations	Fall 2011	17	
8	Identify and evaluate options for managerial intervention to strengthen the work of the organization.	Evaluating	5011	Management of Organizations	Fall 2011	10	
9	Develop recommendations for policy or institutional change which flow from an inter-disciplinary understanding of issues on which the workshop is focused.	Creating	8081	Capstone Workshop Projects in Public Affairs	Summer 2011	71	1
10	Use and practice the following professional and group skills: team management (skills in task and group maintenance and performance); project planning and management; effective client relations; and ethical research and protection of human subjects.	Applying	5080	Capstone Preparation Workshop	Spring 2013	105	
ADDITIONAL LEARNING OBJECTIVES FROM FACULTY AND ALUMNI							

11	Explain ethical basis for normative positions on initiatives, policies, programs, and managerial and analytic decisions	Understanding		Faculty		88	
12	Explain the theory of resilience and the importance of anticipating and responding adaptively to change, uncertainty, and complexity	Understanding		Faculty		93	
13	Explain the purpose, content, and importance of the Universal Declaration of Human Rights	Understanding		Faculty		95	
14	Describe the importance of beliefs, aspirations, values, and ethics in understanding and resolving conflicts and complex issues	Understanding		Faculty		97	
15	Explain roles of institutions, laws, social movements, and citizen mobilization and organizing in governance and policy-making	Understanding		Faculty		98	
16	Describe the complex, array of intersecting global issues that affect society such as trade and economy; migration; environment, energy, and climate change; health, and disparities and inequities	Understanding		Faculty		99	
17	Explain theories and strategies of multilevel governance, including federalism	Understanding		Faculty		100	
18	Explain procedural and political similarities and differences in legislative and policy-making processes at federal and state levels.	Understanding		Alumni Board		104	
19	Demonstrate ability to use evidence responsibly in support of recommended actions	Applying		Faculty		89	
20	Demonstrate intercultural competence, self-awareness, and ability to reflect on interpersonal interactions with people from diverse backgrounds and cultures	Applying		Faculty		92	
21	Demonstrate ability to undertake research and produce information necessary to inform policy decisions	Applying		Faculty		94	
22	Explain different ethical frameworks for decision-making and how they are operationalized in the public, nonprofit, and private, for-profit sectors	Applying		Faculty		96	
23	Demonstrate ability to negotiate and achieve agreement on proposed policies or programs	Evaluating		Faculty		86	
24	Demonstrate ability to advocate for initiatives, policies, or programs	Evaluating		Faculty		87	
25	Describe, analyze, and evaluate consequences of private and public actions on shared resources and future generations	Evaluating		Faculty		102	
26	Describe, evaluate, and integrate the multiple interests, values, and ways of knowing held by diverse participants in governance, policy-making, and administration	Creating		Faculty		101	

Competency 2:

“To participate in problem-solving, policy-making, and institutional and societal change in dynamic, uncertain environments.”

Line No.	DRAFT Measurable Learning Objectives from Syllabi and Faculty Retreat (Edited for Consistency) "You will be able to...."	Bloom's Taxonomy	No.	Course Title	Sem.	Internal Tracking No.	Copies
1	Understand and accurately use the language, terminology, and skills of policy analysis.	Understanding	5002	Introduction to Policy Analysis	Fall 2011	36	
2	Explain the interactions and significance of the four key elements of politics: power, institutions, political discourse, and democratic citizenship.	Understanding	5012	Politics of Public Affairs	Spring 2012	41	
3	Understand and explain the role of policy analysis in the broader policy process.	Applying	5002	Introduction to Policy Analysis	Spring 2012	38	
4	Demonstrate ability to work productively in groups.	Applying	5002	Introduction to Policy Analysis	Fall 2011	39	
5	Use different analytical tools and understand and explain the role of policy analysis in the broader policy process.	Applying	5002	Introduction to Policy Analysis	Spring 2012	40	
6	Demonstrate ability to work productively in groups.	Applying	5011	Management of Organizations	Fall 2011	39	1
7	Use the knowledge and skills you have acquired at HHH while working as a member of a team on a community based research project with a partner.	Applying	8081	Engaging the Public in Policy and Planning	Fall 2011 - Spring 2012	67	2
8	Apply the skills that you have learned in the Humphrey Institute in a meaningful context.	Applying	8081	Capstone Project: Heading Home Hennepin	Spring 2012	68	
9	Understand and apply the theory and practice of economic and community development while fulfilling the client-based workshop requirements for Humphrey Institute MURP, MPP and MPA students.	Applying	8081	State and Local Economic Development Workshop	Spring 2012	69	
10	Use qualitative methods to improve and inform the evaluation.	Applying	8081	Capstone Project: Heading Home Hennepin	Spring 2012	77	
11	Explain the strengths and weaknesses of alternative approaches to policy analysis.	Analyzing	5002	Introduction to Policy Analysis	Fall 2011	33	

12	Analyze and recommend courses of action taking into consideration lack of information, ambiguity, uncertainty, and resource constraints	Evaluating	5002	Introduction to Policy Analysis	Fall 2011	34	
13	Work together with consulting team colleagues to respond appropriately to client and relevant stakeholder(s) needs and expectations during project implementation.	Evaluating	8081	Global Policy Area Capstone Workshop	Spring 2012	74	
14	Tailor policy communications to diverse audiences.	Creating	5002	Introduction to Policy Analysis	Fall 2011	31	
15	Demonstrate ability to write for - and communicate to - multiple, diverse audiences in a variety of forms, including memos, policy briefs, and research reports, and presentations.	Creating	5002	Introduction to Policy Analysis	Fall 2011	32	
16	Demonstrate competency in the following policy analytic skills: developing a problem context, problem structuring, developing alternative policy options monitoring, evaluation, forecasting, policy simulation, and recommendation.	Creating	5002	Introduction to Policy Analysis	Spring 2012	35	
17	Use game theory to analyze interdependent situations and explain the causes and consequences of them. Design effective frameworks for understanding and governing interdependent situations.	Creating	5022	Economics for Public Affairs and Planning II: Game Theory	Spring 2012	7	
18	Construct written and oral arguments for specific policy reforms	Creating	5022	Economics of Social Insurance Programs	Spring 2010	21	
19	Develop recommendations for policy or institutional change which flow from an interdisciplinary understanding of issues on which the workshop is focused.	Creating	8081	Capstone Workshop Projects in Public Affairs	Summer 2011	71	1
20	Present your findings to your client organization and to other professionals, including to audience(s) at the University of Minnesota, as well as residents or other stakeholders.	Creating	8081	Capstone in Non-Motorized Transportation	Spring 2012	64	2
21	Prepare professional planning or policy documents.	Creating	8081	Planning and Policy Making in Diverse Contexts	Spring 2012	65	
22	Use the theory and skills use have gained at the Humphrey School by applying some or all of the following: stakeholder analyses, program evaluation, political feasibility, policy entrepreneurship and advocacy, and the policy change cycle. Student groups will create a real product for a real client.	Creating	8081	Capstone Workshop Projects in Public Affairs	Summer 2011	66	1
23	Work with a client to develop a program evaluation plan that provides information to the client in a meaningful, timely, and useful way.	Creating	8081	Capstone Project: Heading Home Hennepin	Spring 2012	72	

24	Design and implement a quantitative assessment of the impacts of a program using program administrative data.	Creating	8081	Capstone Project: Heading Home Hennepin	Spring 2012	73	
ADDITIONAL LEARNING OBJECTIVES FROM FACULTY AND ALUMNI							
25	Explain ethical basis for normative positions on initiatives, policies, programs, and managerial and analytic decisions	Understanding		Faculty		88	
26	Explain the theory of resilience and the importance of anticipating and responding adaptively to change, uncertainty, and complexity	Understanding		Faculty		93	
27	Describe the importance of beliefs, aspirations, values, and ethics in understanding and resolving conflicts and complex issues	Understanding		Faculty		97	
28	Explain theories and strategies of multilevel governance, including federalism	Understanding		Faculty		100	
29	Explain procedural and political similarities and differences in legislative and policy-making processes at federal and state levels.	Understanding		Alumni Board		104	
30	Demonstrate ability to use evidence responsibly in support of recommended actions	Applying		Faculty		89	
31	Demonstrate ability to undertake research and produce information necessary to inform policy decisions	Applying		Faculty		94	
32	Explain different ethical frameworks for decision-making and how they are operationalized in the public, nonprofit, and private, for-profit sectors	Applying		Faculty		96	
33	Explain how global economic, political, social, and environmental processes and dynamics affect policy issues at local, state, national, and international levels	Applying		Faculty		90	
34	Use numeric or quantitative data to tell persuasive policy stories	Applying		Faculty		91	
35	Demonstrate ability to use qualitative methods, including interviews and focus groups, to inform policy analysis and management	Applying		Alumni Board		103	
36	Demonstrate ability to negotiate and achieve agreement on proposed policies or programs	Evaluating		Faculty		86	
37	Demonstrate ability to advocate for initiatives, policies, or programs	Evaluating		Faculty		87	
38	Describe, analyze, and evaluate consequences of private and public actions on shared resources and future generations	Evaluating		Faculty		102	
39	Describe, evaluate, and integrate the multiple interests, values, and ways of knowing held by diverse participants in governance, policy-making, and administration	Creating		Faculty		101	

Competency 3:

“To analyze, synthesize, think critically, solve complex problems, and make decisions (informed by quantitative, qualitative, economic, and other methods).”

Line No.	DRAFT Measurable Learning Objectives from Syllabi and Faculty Retreat (Edited for Consistency) "You will be able to...."	Bloom's Taxonomy	No.	Course Title	Sem.	Internal Tracking No.	Copies
1	Demonstrate understanding of microeconomic policy issues.	Understanding	5002	Introduction to Policy Analysis	Fall 2011	37	
2	Understand and explain how financial management is an integral part of nonprofit/public management.	Understanding	5003	Introduction to Financial Analysis and Mgmt	Fall 2011	13	
3	Explain the potential and limitations of public and nonprofit management and leadership, given the complexities of democracy and legitimate public action.	Understanding	5011	Management of Organizations	Fall 2011	18	
4	Explain the elements of organizations and identify how elements of the larger environment shape what happens within them.	Understanding	5011	Management of Organizations	Fall 2011	19	
5	Explain the interactions and significance of the four key elements of politics: power, institutions, political discourse, and democratic citizenship.	Understanding	5012	Politics of Public Affairs	Spring 2012	41	
6	Accurately use the language and data of macroeconomics.	Understanding	5022	Economics for Policy Analysis	Spring 2012	5	1
7	Understand trade-offs in the design of social insurance programs, between risk protection and promoting efficient efforts to avoid losses.	Understanding	5022	Economics of Social Insurance Programs	Spring 2010	25	
8	Demonstrate understanding of macroeconomic policy issues.	Understanding	5022	Economics for Policy Analysis	Spring 2012	50	
9	Demonstrate understanding of microeconomic policy issues.	Understanding	5031	Empirical Analysis I	Fall 2011	37	1
10	Understand and accurately use the language and methods of statistics.	Understanding	5031	Empirical Analysis I	Fall 2011	49	2
11	Explain the implicit assumptions about numbers that affect statistics and public policy decisions.	Understanding	5031	Empirical Analysis I	Fall 2011	52	1
12	Demonstrate a foundational level knowledge of multivariate techniques.	Understanding	5033	Multivariate Techniques	Spring 2012	29	

13	Understand the concepts behind demographic data analysis and projection techniques.	Understanding	5037	Regional Demographic Analysis	Spring 2012	44	
14	Understand the principles of community based research.	Understanding	8081	Engaging the Public in Policy and Planning	Fall 2011 - Spring 2012	78	
15	Explain the unique characteristics of the Cedar Riverside neighborhood.	Understanding	8081	Engaging the Public in Policy and Planning	Fall 2011 - Spring 2012	79	
16	Explain the evolving role that race and immigration have played in planning and policy making in the U.S. over time.	Understanding	8081	Planning and Policy Making in Diverse Contexts	Spring 2012	81	
17	Discuss effective and ineffective ways that urban planners and policy makers have engaged immigrants and racial minorities at the local level.	Understanding	8081	Planning and Policy Making in Diverse Contexts	Spring 2012	82	
18	Identify the myriads of ways that public goals, objectives, policies, programs, projects, and initiatives interrelate across sectors of society and academic disciplines or professions.	Understanding	8081	Engaging the Public in Policy and Planning	Fall 2011 - Spring 2012	84	2
19	Explain how University research can contribute to commercialization and business development as well as the role of higher education institutions in addressing the current and future jobs/skills mismatch in these industries.	Understanding	8081	State and Local Economic Development Workshop	Spring 2012	85	
20	Use different analytical tools and understand and explain the role of policy analysis in the broader policy process.	Applying	5002	Introduction to Policy Analysis	Spring 2012	40	
21	Perform basic budget and financial analysis of nonprofit/public organizations.	Applying	5003	Introduction to Financial Analysis and Mgmt	Fall 2011	11	
22	Apply microeconomic reasoning to public issues, policies and programs.	Applying	5021	Microeconomics for Public Affairs and Planning I	Fall 2009	22	1
23	Apply microeconomic reasoning to public issues, policies and programs.	Applying	5021	Microeconomics for Public Affairs and Planning I	Fall 2008	22	
24	Use basic statistical techniques to conduct research and policy analysis.	Applying	5031	Empirical Analysis I	Fall 2011	46	1
25	Understand basic principles of statistics and apply them in research, policy analysis, or future	Applying	5031	Empirical Analysis I	Fall	51	2

	study.				2010		
26	Competently use analytical skills.	Applying	5033	Multivariate Techniques	Spring 2012	28	
27	Explain the impact of the analyst's judgment in drawing inferences from the data, the weaknesses of the "scientific" enterprise, and how these approaches can be used by advocates of particular public policies.	Applying	5033	Multivariate Techniques	Spring 2012	30	
28	Apply the reports that vendors supply.	Applying	5035	Survey Research and Data Collection	Spring 2012	56	
29	Understand and use a variety of techniques for analyzing the structure of regional and local economies.	Applying	5036	Regional Economic Analysis	Spring 2012	42	1
30	Understand and use a variety of demographic data analysis and projection techniques.	Applying	5037	Regional Demographic Analysis	Spring 2012	43	
31	Use the knowledge and skills you have acquired at HHH while working as a member of a team on a community based research project with a partner.	Applying	8081	Engaging the Public in Policy and Planning	Fall 2011 - Spring 2012	67	2
32	Apply the skills that you have learned in the Humphrey Institute in a meaningful context.	Applying	8081	Capstone Project: Evaluation of Heading Home Hennepin	Spring 2012	68	
33	Understand and apply the theory and practice of economic and community development while fulfilling the client-based workshop requirements for Humphrey Institute MURP, MPP and MPA students.	Applying	8081	State and Local Economic Development Workshop	Spring 2012	69	
34	Use qualitative methods to improve and inform the evaluation.	Applying	8081	Capstone Project: Evaluation of Heading Home Hennepin	Spring 2012	77	
35	Demonstrate and use appropriate community engagement strategies and techniques.	Applying	8081	Engaging the Public in Policy and Planning	Fall 2011 - Spring 2012	58	
36	Conduct research and complete the tasks outlined in your scope of work.	Applying	8081	Capstone in Non-Motorized Transportation	Spring 2012	70	1
37	Use a literature scan to identify sources of information that may be useful to your PA 8081 team.	Applying	8081	Engaging the Public in Policy and	Fall 2011 -	80	

				Planning	Spring 2012		
38	Analyze organizational problems from multiple perspectives.	Analyzing	5011	Management of Organizations	Fall 2011	17	
39	Use macroeconomic data to describe a country's economy and use analytical tools to explain how policy and external events alter the path of that economy.	Analyzing	5022	Economics for Policy Analysis	Spring 2012	1	1
40	Conduct macroeconomic analysis using analytical tools.	Analyzing	5022	Economics for Policy Analysis	Spring 2012	2	1
41	Understand and critique the main economic rationales for current social insurance programs.	Analyzing	5022	Economics of Social Insurance Programs	Spring 2010	24	
42	Critique current empirical research on the impacts of social insurance programs.	Analyzing	5022	Economics of Social Insurance Programs	Spring 2010	26	
43	Interpret statistical results.	Analyzing	5031	Empirical Analysis I	Fall 2011	47	1
44	Understand and critique empirical evidence in the media and scientific articles.	Analyzing	5031	Empirical Analysis I	Fall 2010	48	
45	Choose appropriate research techniques to meet research objectives.	Analyzing	5035	Survey Research and Data Collection	Spring 2012	57	
46	Practice using methodologies to analyze and understand neighborhood populations, organizations, and conditions such as prevalence of crime.	Analyzing	8081	Engaging the Public in Policy and Planning	Fall 2011 - Spring 2012	76	
47	Analyze and recommend courses of action taking into consideration lack of information, ambiguity, uncertainty, and resource constraints	Evaluating	5002	Introduction to Policy Analysis	Fall 2011	34	
48	Identify and evaluate options for managerial intervention to strengthen the work of the organization.	Evaluating	5011	Management of Organizations	Fall 2011	10	
49	Use quantitative skills to assess the magnitude of predicted changes in government policies.	Evaluating	5021	Microeconomics for Public Affairs and Planning I	Fall 2009	23	1
50	Read, understand, interpret, use and evaluate quantitative empirical work in social science using regression.	Evaluating	5032	Intermediate Regression Analysis	Spring 2012	45	

51	Read, understand, interpret, use and evaluate empirical work used in the social sciences and by policy analysts.	Evaluating	5033	Multivariate Techniques	Spring 2012	27	
52	Understand how to choose research vendors and evaluate their work.	Evaluating	5035	Survey Research and Data Collection	Spring 2012	55	
53	Work together with consulting team colleagues to respond appropriately to client and relevant stakeholder(s) needs and expectations during project implementation.	Evaluating	8081	Global Policy Area Capstone Workshop	Spring 2012	74	
54	Reflect on your own performance as well as the performance of your peers and team-mates.	Evaluating	8081	Capstone in Non-Motorized Transportation	Spring 2012	83	1
55	Demonstrate ability to write for - and communicate to - multiple, diverse audiences in a variety of forms, including memos, policy briefs, and research reports, and presentations.	Creating	5002	Introduction to Policy Analysis	Fall 2011	32	
56	Demonstrate competency in the following policy analytic skills: developing a problem context, problem structuring, developing alternative policy options monitoring, evaluation, forecasting, policy simulation, and recommendation.	Creating	5002	Introduction to Policy Analysis	Spring 2012	35	
57	Use game theory to analyze interdependent situations and explain the causes and consequences of them. Design effective frameworks for understanding and governing interdependent situations.	Creating	5022	Game Theory and Interdependent Actions	Spring 2012	7	
58	Construct written and oral arguments for specific policy reforms	Creating	5022	Economics of Social Insurance Programs	Spring 2010	21	
59	Develop financial models using the techniques and perspectives taught in the course.	Creating	5022	Financial Modeling for Complex Policy Issues	Spring 2012	3	
60	Develop responses to real-world challenges that arise in the completion of financial modeling projects.	Creating	5022	Financial Modeling for Complex Policy Issues	Spring 2012	4	
61	Set research objectives based on quantitative and qualitative research methods.	Creating	5035	Survey Research and Data Collection	Spring 2012	53	
62	Design and conduct surveys.	Creating	5035	Survey Research and Data Collection	Spring 2012	54	
63	Develop recommendations for policy or institutional change which flow from an interdisciplinary understanding of issues on which the workshop is focused.	Creating	8081	Capstone Workshop Projects in Public Affairs	Summer 2011	71	1
64	Present your findings to your client organization and to other professionals, including to audience(s) at the University of Minnesota, as well as residents or other stakeholders.	Creating	8081	Capstone in Non-Motorized Transportation	Spring 2012	64	2

65	Prepare professional planning or policy documents.	Creating	8081	Planning and Policy Making in Diverse Contexts	Spring 2012	65	
66	Use the theory and skills use have gained at the Humphrey School by applying some or all of the following: stakeholder analyses, program evaluation, political feasibility, policy entrepreneurship and advocacy, and the policy change cycle. Student groups will create a real product for a real client.	Creating	8081	Capstone Workshop Projects in Public Affairs	Summer 2011	66	1
67	Work with a client to develop a program evaluation plan that provides information to the client in a meaningful, timely, and useful way.	Creating	8081	Capstone Project: Evaluation of Heading Home Hennepin	Spring 2012	72	
68	Design and implement a quantitative assessment of the impacts of a program using program administrative data.	Creating	8081	Capstone Project: Evaluation of Heading Home Hennepin	Spring 2012	73	
69	Review problem statement, Negotiate with your client, and prepare a scope of work and memorandum of understanding.	Creating	8081	Engaging the Public in Policy and Planning	Fall 2011 - Spring 2012	60	2
70	Prepare a strategy report consisting of: 1) a diagnosis of opportunities and risks, 2) a vision for the future, and 3) an action plan in accord with that vision.	Creating	8081	State and Local Economic Development Workshop	Spring 2012	62	
71	Prepare draft and final professional report(s) or written product (written deliverable product) and perhaps a poster summary of your research or analysis.	Creating	8081	Capstone in Non-Motorized Transportation	Spring 2012	63	3
72	Evaluate and suggest responses to current policy and planning challenges affecting diverse neighborhoods and cities in the U.S.	Creating	8081	Planning and Policy Making in Diverse Contexts	Spring 2012	75	
ADDITIONAL LEARNING OBJECTIVES FROM FACULTY AND ALUMNI							
73	Explain ethical basis for normative positions on initiatives, policies, programs, and managerial and analytic decisions	Understanding		Faculty		88	
74	Explain the theory of resilience and the importance of anticipating and responding adaptively to change, uncertainty, and complexity	Understanding		Faculty		93	
75	Describe the importance of beliefs, aspirations, values, and ethics in understanding and resolving conflicts and complex issues	Understanding		Faculty		97	
76	Explain theories and strategies of multilevel governance, including federalism	Understanding		Faculty		100	

77	Explain procedural and political similarities and differences in legislative and policy-making processes at federal and state levels.	Understanding		Alumni Board		104	
78	Explain the purpose, content, and importance of the Universal Declaration of Human Rights	Understanding		Faculty		95	
79	Explain roles of institutions, laws, social movements, and citizen mobilization and organizing in governance and policy-making	Understanding		Faculty		98	
80	Describe the complex, array of intersecting global issues that affect society such as trade and economy; migration; environment, energy, and climate change; health, and disparities and inequities	Understanding		Faculty		99	
81	Demonstrate ability to use evidence responsibly in support of recommended actions	Applying		Faculty		89	
82	Demonstrate ability to undertake research and produce information necessary to inform policy decisions	Applying		Faculty		94	
83	Explain different ethical frameworks for decision-making and how they are operationalized in the public, nonprofit, and private, for-profit sectors	Applying		Faculty		96	
84	Demonstrate intercultural competence, self-awareness, and ability to reflect on interpersonal interactions with people from diverse backgrounds and cultures	Applying		Faculty		92	
85	Explain how global economic, political, social, and environmental processes and dynamics affect policy issues at local, state, national, and international levels	Applying		Faculty		90	
86	Use numeric or quantitative data to tell persuasive policy stories	Applying		Faculty		91	
87	Demonstrate ability to use qualitative methods, including interviews and focus groups, to inform policy analysis and management	Applying		Alumni Board		103	
88	Demonstrate ability to negotiate and achieve agreement on proposed policies or programs	Evaluating		Faculty		86	
89	Demonstrate ability to advocate for initiatives, policies, or programs	Evaluating		Faculty		87	
90	Describe, analyze, and evaluate consequences of private and public actions on shared resources and future generations	Evaluating		Faculty		102	
91	Describe, evaluate, and integrate the multiple interests, values, and ways of knowing held by diverse participants in governance, policy-making, and administration	Creating		Faculty		101	

Competency 4:

“To articulate the essential role of public institutions in democratic societies and the importance of democratic values in delivery of public services.”

Line No.	DRAFT Measurable Learning Objectives from Syllabi and Faculty Retreat (Edited for Consistency) "You will be able to...."	Bloom's Taxonomy	No.	Course Title	Sem.	Internal Tracking No.	Copies
1	Understand and explain how financial management is an integral part of nonprofit/public management.	Understanding	5003	Introduction to Financial Analysis and Mgmt	Fall 2011	13	
2	Understand and accurately use the language, terminology, and skills of nonprofit/public budgeting, accounting, and financial statements.	Understanding	5003	Introduction to Financial Analysis and Mgmt	Fall 2011	14	
3	Explain the potential and limitations of public and nonprofit management and leadership, given the complexities of democracy and legitimate public action.	Understanding	5011	Management of Organizations	Fall 2011	18	
4	Perform basic budget and financial analysis of nonprofit/public organizations.	Applying	5003	Introduction to Financial Analysis and Mgmt	Fall 2011	11	
5	Demonstrate knowledge of management skills, including professional presentations, team development and management, project management, stakeholder analysis, and policy field analysis.	Applying	5011	Management of Organizations	Fall 2011	9	
ADDITIONAL LEARNING OBJECTIVES FROM FACULTY AND ALUMNI							
6	Describe the importance of beliefs, aspirations, values, and ethics in understanding and resolving conflicts and complex issues	Understanding		Faculty		97	
7	Explain theories and strategies of multilevel governance, including federalism	Understanding		Faculty		100	
8	Explain roles of institutions, laws, social movements, and citizen mobilization and organizing in governance and policy-making	Understanding		Faculty		98	
9	Explain different ethical frameworks for decision-making and how they are operationalized in the public, nonprofit, and private, for-profit sectors	Applying		Faculty		96	
10	Demonstrate ability to negotiate and achieve agreement on proposed policies or programs	Evaluating		Faculty		86	
11	Demonstrate ability to advocate for initiatives, policies, or programs	Evaluating		Faculty		87	

Competency 5:

“To understand conceptions of the common good, acknowledge normative and ethical viewpoints, and promote social justice.”

Line No.	DRAFT Measurable Learning Objectives from Syllabi and Faculty Retreat (Edited for Consistency) "You will be able to...."	Bloom's Taxonomy	No.	Course Title	Sem.	Internal Tracking No.	Copies
1	Explain the potential and limitations of public and nonprofit management and leadership, given the complexities of democracy and legitimate public action.	Understanding	5011	Management of Organizations	Fall 2011	18	
2	Identify the ways that organizations operate as systems within particular contexts that provide both opportunities and constraints.	Understanding	5011	Management of Organizations	Fall 2011	20	
3	Explain the interactions and significance of the four key elements of politics: power, institutions, political discourse, and democratic citizenship.	Understanding	5012	Politics of Public Affairs	Spring 2012	41	
4	Understand trade-offs in the design of social insurance programs, between risk protection and promoting efficient efforts to avoid losses.	Understanding	5022	Economics of Social Insurance Programs	Spring 2010	25	
5	Explain the implicit assumptions about numbers that affect statistics and public policy decisions.	Understanding	5031	Empirical Analysis I	Fall 2011	52	1
6	Explain the evolving role that race and immigration have played in planning and policy making in the U.S. over time.	Understanding	8081	Planning and Policy Making in Diverse Contexts	Spring 2012	81	
7	Discuss effective and ineffective ways that urban planners and policy makers have engaged immigrants and racial minorities at the local level.	Understanding	8081	Planning and Policy Making in Diverse Contexts	Spring 2012	82	
8	Identify the myriads of ways that public goals, objectives, policies, programs, projects, and initiatives interrelate across sectors of society and academic disciplines or professions.	Understanding	8081	Engaging the Public in Policy and Planning	Fall 2011 - Spring 2012	84	2
9	Explain the impact of the analyst's judgment in drawing inferences from the data, the weaknesses of the "scientific" enterprise, and how these approaches can be used by advocates of particular public policies.	Applying	5033	Multivariate Techniques	Spring 2012	30	
10	Analyze organizational problems from multiple perspectives.	Analyzing	5011	Management of Organizations	Fall 2011	17	

11	Understand and critique the main economic rationales for current social insurance programs.	Analyzing	5022	Economics of Social Insurance Programs	Spring 2010	24	
12	Practice using methodologies to analyze and understand neighborhood populations, organizations, and conditions such as prevalence of crime.	Analyzing	8081	Engaging the Public in Policy and Planning	Fall 2011 - Spring 2012	76	
13	Use the theory and skills use have gained at the Humphrey School by applying some or all of the following: stakeholder analyses, program evaluation, political feasibility, policy entrepreneurship and advocacy, and the policy change cycle. Student groups will create a real product for a real client.	Creating	8081	Capstone Workshop Projects in Public Affairs	Summer 2011	66	1
14	Prepare a strategy report consisting of: 1) a diagnosis of opportunities and risks, 2) a vision for the future, and 3) an action plan in accord with that vision.	Creating	8081	State and Local Economic Development Workshop	Spring 2012	62	
15	Evaluate and suggest responses to current policy and planning challenges affecting diverse neighborhoods and cities in the U.S.	Creating	8081	Planning and Policy Making in Diverse Contexts	Spring 2012	75	
ADDITIONAL LEARNING OBJECTIVES FROM FACULTY AND ALUMNI							
16	Describe the importance of beliefs, aspirations, values, and ethics in understanding and resolving conflicts and complex issues	Understanding		Faculty		97	
17	Explain theories and strategies of multilevel governance, including federalism	Understanding		Faculty		100	
18	Explain roles of institutions, laws, social movements, and citizen mobilization and organizing in governance and policy-making	Understanding		Faculty		98	
19	Explain ethical basis for normative positions on initiatives, policies, programs, and managerial and analytic decisions	Understanding		Faculty		88	
20	Explain the theory of resilience and the importance of anticipating and responding adaptively to change, uncertainty, and complexity	Understanding		Faculty		93	
21	Explain the purpose, content, and importance of the Universal Declaration of Human Rights	Understanding		Faculty		95	
22	Describe the complex, array of intersecting global issues that affect society such as trade and economy; migration; environment, energy, and climate change; health, and disparities and inequities	Understanding		Faculty		99	
23	Explain different ethical frameworks for decision-making and how they are operationalized in the public, nonprofit, and private, for-profit sectors	Applying		Faculty		96	
24	Demonstrate ability to use evidence responsibly in support of recommended actions	Applying		Faculty		89	
25	Demonstrate intercultural competence, self-awareness, and ability to reflect on interpersonal interactions with people from diverse backgrounds and cultures	Applying		Faculty		92	

26	Explain how global economic, political, social, and environmental processes and dynamics affect policy issues at local, state, national, and international levels	Applying		Faculty		90	
27	Demonstrate ability to negotiate and achieve agreement on proposed policies or programs	Evaluating		Faculty		86	
28	Demonstrate ability to advocate for initiatives, policies, or programs	Evaluating		Faculty		87	
29	Describe, analyze, and evaluate consequences of private and public actions on shared resources and future generations	Evaluating		Faculty		102	
30	Describe, evaluate, and integrate the multiple interests, values, and ways of knowing held by diverse participants in governance, policy-making, and administration	Creating		Faculty		101	

Competency 6:

“To communicate and interact productively with individuals in diverse and changing cultures and communities.”

Line No.	DRAFT Measurable Learning Objectives from Syllabi and Faculty Retreat (Edited for Consistency) "You will be able to...."	Bloom's Taxonomy	No.	Course Title	Sem.	Internal Tracking No.	Copies
1	Explain how University research can contribute to commercialization and business development as well as the role of higher education institutions in addressing the current and future jobs/skills mismatch in these industries.	Understanding	8081	State and Local Economic Development Workshop	Spring 2012	85	
2	Use different analytical tools and understand and explain the role of policy analysis in the broader policy process.	Applying	5002	Introduction to Policy Analysis	Spring 2012	40	
3	Demonstrate ability to work productively in groups.	Applying	5002	Introduction to Policy Analysis	Fall 2011	39	
4	Effectively write and communicate about financial matters.	Applying	5003	Introduction to Financial Analysis and Mgmt	Fall 2011	8	
5	Demonstrate ability to work productively in groups.	Applying	5011	Management of Organizations	Fall 2011	39	
6	Use the knowledge and skills you have acquired at HHH while working as a member of a team on a community based research project with a partner.	Applying	8081	Engaging the Public in Policy and Planning	Fall 2011 - Spring 2012	67	2
7	Apply the skills that you have learned in the Humphrey Institute in a meaningful context.	Applying	8081	Evaluation of Heading Home Hennepin	Spring 2012	68	
8	Understand and apply the theory and practice of economic and community development while fulfilling the client-based workshop requirements for Humphrey Institute MURP, MPP and MPA students.	Applying	8081	State and Local Economic Development Workshop	Spring 2012	69	
9	Use qualitative methods to improve and inform the evaluation.	Applying	8081	Evaluation of Heading Home Hennepin	Spring 2012	77	

10	Demonstrate and use appropriate community engagement strategies and techniques.	Applying	8081	Engaging the Public in Policy and Planning	Fall 2011 - Spring 2012	58	
11	Demonstrate ability to work productively in groups.	Applying	8081	Evaluation of Heading Home Hennepin	Spring 2012	39	
12	Write short technical memoranda.	Applying	8081	Engaging the Public in Policy and Planning	Fall 2011 - Spring 2012	59	
13	Work together with consulting team colleagues to respond appropriately to client and relevant stakeholder(s) needs and expectations during project implementation.	Evaluating	8081	Global Policy Area Capstone Workshop	Spring 2012	74	
14	Reflect on your own performance as well as the performance of your peers and team-mates.	Evaluating	8081	Capstone in Non-Motorized Transportation	Spring 2012	83	1
15	Demonstrate ability to write for - and communicate to - multiple, diverse audiences in a variety of forms, including memos, policy briefs, and research reports, and presentations.	Creating	5002	Introduction to Policy Analysis	Fall 2011	32	
16	Tailor policy communications to diverse audiences.	Creating	5002	Introduction to Policy Analysis	Fall 2011	31	
17	Construct written and oral arguments for specific policy reforms	Creating	5022	Economics of Social Insurance Programs	Spring 2010	21	
18	Use the theory and skills use have gained at the Humphrey School by applying some or all of the following: stakeholder analyses, program evaluation, political feasibility, policy entrepreneurship and advocacy, and the policy change cycle. Student groups will create a real product for a real client.	Creating	8081	Capstone Workshop Projects in Public Affairs	Summer 2011	66	1
19	Prepare a strategy report consisting of: 1) a diagnosis of opportunities and risks, 2) a vision for the future, and 3) an action plan in accord with that vision.	Creating	8081	State and Local Economic Development Workshop	Spring 2012	62	
20	Develop recommendations for policy or institutional change which flow from an interdisciplinary understanding of issues on which the workshop is focused.	Creating	8081	Capstone Workshop Projects in Public Affairs	Summer 2011	71	1
21	Present your findings to your client organization and to other professionals, including to audience(s) at the University of Minnesota, as well as residents or other stakeholders.	Creating	8081	Capstone in Non-Motorized Transportation	Spring 2012	64	2

22	Prepare professional planning or policy documents.	Creating	8081	Planning and Policy Making in Diverse Contexts	Spring 2012	65	
23	Work with a client to develop a program evaluation plan that provides information to the client in a meaningful, timely, and useful way.	Creating	8081	Evaluation of Heading Home Hennepin	Spring 2012	72	
24	Design and implement a quantitative assessment of the impacts of a program using program administrative data.	Creating	8081	Evaluation of Heading Home Hennepin	Spring 2012	73	
25	Review problem statement, Negotiate with your client, and prepare a scope of work and memorandum of understanding.	Creating	8081	Engaging the Public in Policy and Planning	Fall 2011 - Spring 2012	60	2
26	Prepare draft and final professional report(s) or written product (written deliverable product) and perhaps a poster summary of your research or analysis.	Creating	8081	Capstone in Non-Motorized Transportation	Spring 2012	63	3
27	Write and present a clear, effective, and concise summaries of results.	Creating	8081	Evaluation of Heading Home Hennepin	Spring 2012	61	
28	Use and practice the following professional and group skills: team management (skills in task and group maintenance and performance); project planning and management; effective client relations; and ethical research and protection of human subjects.	Applying	5080	Capstone Preparation Workshop	Spring 2013	105	
ADDITIONAL LEARNING OBJECTIVES FROM FACULTY AND ALUMNI							
29	Describe the importance of beliefs, aspirations, values, and ethics in understanding and resolving conflicts and complex issues	Understanding		Faculty		97	
30	Explain ethical basis for normative positions on initiatives, policies, programs, and managerial and analytic decisions	Understanding		Faculty		88	
31	Explain the purpose, content, and importance of the Universal Declaration of Human Rights	Understanding		Faculty		95	
32	Describe the complex, array of intersecting global issues that affect society such as trade and economy; migration; environment, energy, and climate change; health, and disparities and inequities	Understanding		Faculty		99	
33	Explain different ethical frameworks for decision-making and how they are operationalized in the public, nonprofit, and private, for-profit sectors	Applying		Faculty		96	
34	Demonstrate intercultural competence, self-awareness, and ability to reflect on interpersonal interactions with people from diverse backgrounds and cultures	Applying		Faculty		92	
35	Explain how global economic, political, social, and environmental processes and dynamics affect policy issues at local, state, national, and international levels	Applying		Faculty		90	

36	Demonstrate ability to undertake research and produce information necessary to inform policy decisions	Applying		Faculty		94	
37	Demonstrate ability to use qualitative methods, including interviews and focus groups, to inform policy analysis and management	Applying		Alumni Board		103	
38	Demonstrate ability to negotiate and achieve agreement on proposed policies or programs	Evaluating		Faculty		86	
39	Demonstrate ability to advocate for initiatives, policies, or programs	Evaluating		Faculty		87	
40	Describe, analyze, and evaluate consequences of private and public actions on shared resources and future generations	Evaluating		Faculty		102	
41	Describe, evaluate, and integrate the multiple interests, values, and ways of knowing held by diverse participants in governance, policy-making, and administration	Creating		Faculty		101	

Competency 7:

“To understand global interdependencies and their implications for governance, policy-making, and implementation.”

Line No.	DRAFT Measurable Learning Objectives from Syllabi and Faculty Retreat (Edited for Consistency) "You will be able to...."	Bloom's Taxonomy	No.	Course Title	Sem.	Internal Tracking No.	Copies
1	Explain the elements of organizations and identify how elements of the larger environment shape what happens within them.	Understanding	5011	Management of Organizations	Fall 2011	19	
2	Explain the methods and tools used by government to implement public policy.	Understanding	5011	Management of Organizations	Fall 2011	15	
3	Explain the interactions and significance of the four key elements of politics: power, institutions, political discourse, and democratic citizenship.	Understanding	5012	Politics of Public Affairs	Spring 2012	41	
4	Explain the evolving role that race and immigration have played in planning and policy making in the U.S. over time.	Understanding	8081	Planning and Policy Making in Diverse Contexts	Spring 2012	81	
5	Discuss effective and ineffective ways that urban planners and policy makers have engaged immigrants and racial minorities at the local level.	Understanding	8081	Planning and Policy Making in Diverse Contexts	Spring 2012	82	
6	Identify the myriads of ways that public goals, objectives, policies, programs, projects, and initiatives interrelate across sectors of society and academic disciplines or professions.	Understanding	8081	Engaging the Public in Policy and Planning	Fall 2011 - Spring 2012	84	2
7	Explain the unique characteristics of the Cedar Riverside neighborhood.	Understanding	8081	Engaging the Public in Policy and Planning	Fall 2011 - Spring 2012	79	
8	Use macroeconomic data to describe a country's economy and use analytical tools to explain how policy and external events alter the path of that economy.	Analyzing	5022	Economics for Policy Analysis	Spring 2012	1	1
9	Use game theory to analyze interdependent situations and explain the causes and consequences of them. Design effective frameworks for understanding and governing interdependent situations.	Creating	5022	Game Theory and Interdependent Actions	Spring 2012	7	

10	Develop responses to real-world challenges that arise in the completion of financial modeling projects.	Creating	5022	Financial Modeling for Complex Policy Issues	Spring 2012	4	
11	Develop recommendations for policy or institutional change which flow from an inter-disciplinary understanding of issues on which the workshop is focused.	Creating	8081	Capstone Workshop Projects in Public Affairs	Summer 2011	71	1
ADDITIONAL LEARNING OBJECTIVES FROM FACULTY AND ALUMNI							
12	Describe the importance of beliefs, aspirations, values, and ethics in understanding and resolving conflicts and complex issues	Understanding		Faculty		97	
13	Explain the purpose, content, and importance of the Universal Declaration of Human Rights	Understanding		Faculty		95	
14	Describe the complex, array of intersecting global issues that affect society such as trade and economy; migration; environment, energy, and climate change; health, and disparities and inequities	Understanding		Faculty		99	
15	Explain roles of institutions, laws, social movements, and citizen mobilization and organizing in governance and policy-making	Understanding		Faculty		98	
16	Explain different ethical frameworks for decision-making and how they are operationalized in the public, nonprofit, and private, for-profit sectors	Applying		Faculty		96	
17	Demonstrate intercultural competence, self-awareness, and ability to reflect on interpersonal interactions with people from diverse backgrounds and cultures	Applying		Faculty		92	
18	Explain how global economic, political, social, and environmental processes and dynamics affect policy issues at local, state, national, and international levels	Applying		Faculty		90	
19	Describe, analyze, and evaluate consequences of private and public actions on shared resources and future generations	Evaluating		Faculty		102	
20	Describe, evaluate, and integrate the multiple interests, values, and ways of knowing held by diverse participants in governance, policy-making, and administration	Creating		Faculty		101	

Unallocated Learning Objectives (From Alumni Board and Faculty)

Competencies Assessed in Course (Faculty Survey): Not Applicable

Competencies Covered: 1,2,3,4,5,6,7

A). Curriculum Committee recommends to add:

Line No.	DRAFT Measurable Learning Objectives from Syllabi and Faculty Retreat (Edited for Consistency) "You will be able to...."	Bloom's Taxonomy	C1: Lead	C2: Make Policy	C3: Analyze	C4: Pub. Inst.	C5: Comm. Good	C6: Diverse	C7: Global	Internal Reference No.
1	Explain ethical basis for normative positions on initiatives, policies, programs, and managerial and analytic decisions	Understanding	X	X	X		X	X		88
2	Demonstrate ability to use qualitative methods, including interviews and focus groups, to inform policy analysis and management	Applying		X	X			X		103

B). No clear guidance from Curriculum Committee:

Line No.	DRAFT Measurable Learning Objectives from Syllabi and Faculty Retreat (Edited for Consistency) "You will be able to...."	Bloom's Taxonomy	C1: Lead	C2: Make Policy	C3: Analyze	C4: Pub. Inst.	C5: Comm. Good	C6: Diverse	C7: Global	Internal Reference No.
1	Explain procedural and political similarities and differences in legislative and policy-making processes at federal and state levels.	Understanding	X	X	X					104
2	Describe the importance of beliefs, aspirations, values, and ethics in understanding and resolving conflicts and complex issues	Understanding	X	X	X	X	X	X	X	97
3	Describe the complex, array of intersecting global issues that affect society such as trade and economy; migration; environment, energy, and climate change; health, and disparities and inequities	Understanding	X		X		X	X	X	99
4	Explain roles of institutions, laws, social movements, and citizen mobilization and organizing in governance and policy-making	Understanding	X		X	X	X		X	98

5	Explain theories and strategies of multilevel governance, including federalism	Understanding	X	X	X	X	X			100
6	Explain the theory of resilience and the importance of anticipating and responding adaptively to change, uncertainty, and complexity	Understanding	X	X	X		X			93
7	Explain different ethical frameworks for decision-making and how they are operationalized in the public, nonprofit, and private, for-profit sectors	Applying	X	X	X	X	X	X	X	96
8	Demonstrate intercultural competence, self-awareness, and ability to reflect on interpersonal interactions with people from diverse backgrounds and cultures	Applying	X		X		X	X	X	92
9	Explain how global economic, political, social, and environmental processes and dynamics affect policy issues at local, state, national, and international levels	Applying		X	X		X	X	X	90
10	Demonstrate ability to undertake research and produce information necessary to inform policy decisions	Applying	X	X	X			X		94
11	Demonstrate ability to use evidence responsibly in support of recommended actions	Applying	X	X	X		X			89
12	Use numeric or quantitative data to tell persuasive policy stories	Applying		X	X					91
13	Describe, analyze, and evaluate consequences of private and public actions on shared resources and future generations	Evaluating	X	X	X		X	X	X	102
14	Demonstrate ability to negotiate and achieve agreement on proposed policies or programs	Evaluating	X	X	X	X	X	X		86
15	Demonstrate ability to advocate for initiatives, policies, or programs	Evaluating	X	X	X	X	X	X		87
16	Describe, evaluate, and integrate the multiple interests, values, and ways of knowing held by diverse participants in governance, policy-making, and administration	Creating	X	X	X		X	X	X	101

C). Curriculum Committee does not recommend to add:

Line No.	DRAFT Measurable Learning Objectives from Syllabi and Faculty Retreat (Edited for Consistency) "You will be able to...."	Bloom's Taxonomy	C1: Lead	C2: Make Policy	C3: Analyze	C4: Pub. Inst.	C5: Comm. Good	C6: Diverse	C7: Global	Internal Reference No.
1	Explain the purpose, content, and importance of the Universal Declaration of Human Rights	Understanding	X		X		X	X	X	95

PA 5002 Introduction to Policy Analysis

Competencies Assessed in Course (Faculty Survey): 1,2,3,4,6 (5,7 N/A)

Competencies Covered (Syllabi Review): 2,3,6

Line No.	DRAFT Measurable Learning Objectives from Syllabi and Faculty Retreat (Edited for Consistency) "You will be able to...."	Source	Bloom's Taxonomy	C1: Lead	C2: Make Policy	C3: Analyze	C4: Pub. Inst.	C5: Comn. Good	C6: Diverse	C7: Global	Internal Tracking No.
1	Demonstrate understanding of microeconomic policy issues.	Syllabi	Understanding			X					37
2	Understand and accurately use the language, terminology, and skills of policy analysis.	Syllabi	Understanding		X						36
3	Demonstrate ability to work productively in groups.	Faculty and Syllabi	Applying		X				X		39
4	Use different analytical tools and understand and explain the role of policy analysis in the broader policy process.	Syllabi	Applying		X	X			X		40
5	Understand and explain the role of policy analysis in the broader policy process.	Syllabi	Applying		X						38
6	Explain the strengths and weaknesses of alternative approaches to policy analysis.	Syllabi	Analyzing		X						33
7	Analyze and recommend courses of action taking into consideration lack of information, ambiguity, uncertainty, and resource constraints	Faculty, Alumni, and Syllabus Combination	Evaluating		X	X					34
8	Demonstrate ability to write for - and communicate to - multiple, diverse audiences in a variety of forms, including memos, policy briefs, and research reports, and presentations.	Faculty, Alumni, and Syllabus Combination	Creating		X	X			X		32
9	Tailor policy communications to diverse audiences.	Syllabi	Creating		X				X		31
10	Demonstrate competency in the following policy analytic skills: developing a problem context, problem structuring, developing alternative policy options monitoring, evaluation, forecasting, policy simulation, and recommendation.	Syllabi	Creating		X	X					35

PA 5003 Introduction to Financial Analysis

Competencies Assessed in Course (Faculty Survey): 1,2,3,6 (5,7 N/A)

Competencies Covered (Syllabi Review): 1,3,4,6

Line No.	DRAFT Measurable Learning Objectives from Syllabi and Faculty Retreat (Edited for Consistency) "You will be able to...."	Source	Bloom's Taxonomy	C1: Lead	C2: Make Policy	C3: Analyze	C4: Pub. Inst.	C5: Comm. Good	C6: Diverse	C7: Global	Internal Tracking No.
1	Understand and explain how financial management is an integral part of nonprofit/public management.	Syllabi	Understanding	X		X	X				13
2	Understand and accurately use the language, terminology, and skills of nonprofit/public budgeting, accounting, and financial statements.	Syllabi	Understanding	X			X				14
3	Effectively write and communicate about financial matters.	Syllabi	Applying						X		8
4	Perform basic budget and financial analysis of nonprofit/public organizations.	Syllabi	Applying			X	X				11

PA 5011 Management of Organizations

Competencies Assessed in Course (Faculty Survey): 1,2,3,4,6 (5,7 N/A)

Competencies Covered (Syllabi Review): 1,2,3,4,5,6,7

Line No.	DRAFT Measurable Learning Objectives from Syllabi and Faculty Retreat (Edited for Consistency) "You will be able to...."	Source	Bloom's Taxonomy	C1: Lead	C2: Make Policy	C3: Analyze	C4: Pub. Inst.	C5: Comn. Good	C6: Diverse	C7: Global	Internal Tracking No.
1	Explain the methods and tools used by government to implement public policy.	Syllabi	Understanding							X	15
2	Explain the potential and limitations of public and nonprofit management and leadership, given the complexities of democracy and legitimate public action.	Syllabi	Understanding	X		X	X	X			18
3	Explain the elements of organizations and identify how elements of the larger environment shape what happens within them.	Syllabi	Understanding	X		X				X	19
4	Identify the ways that organizations operate as systems within particular contexts that provide both opportunities and constraints.	Syllabi	Understanding	X				X			20
5	Demonstrate knowledge of management skills, including professional presentations, team development and management, project management, stakeholder analysis, and policy field analysis.	Syllabi	Applying				X				9
6	Demonstrate ability to work productively in groups.	Faculty and Syllabi	Applying		X				X		39
7	Understand basic concepts and competencies; use the skills necessary to lead organizations involved in making and carrying out public policy.	Syllabi	Applying	X							12
8	Analyze organizational problems from multiple perspectives.	Syllabi	Analyzing	X		X		X			17
9	Identify and evaluate options for managerial intervention to strengthen the work of the organization.	Syllabi	Evaluating	X		X					10

PA 5012 Politics of Public Affairs

Competencies Assessed in Course (Faculty Survey): 1,2,3,4,6 (5,7 N/A)

Competencies Covered (Syllabi Review): 2,3,5,7

Line No.	DRAFT Measurable Learning Objectives from Syllabi and Faculty Retreat (Edited for Consistency) "You will be able to...."	Source	Bloom's Taxonomy	C1: Lead	C2: Make Policy	C3: Analyze	C4: Pub. Inst.	C5: Comm. Good	C6: Diverse	C7: Global	Internal Tracking No.
1	Explain the interactions and significance of the four key elements of politics: power, institutions, political discourse, and democratic citizenship.	Syllabi	Understanding		X	X		X		X	41

PA 5021 Economics for Policy Analysis and Planning I

Competencies Assessed in Course (Faculty Survey): 1,2,3,4 (5,7 N/A)

Competencies Covered (Syllabi Review): 3

Line No.	DRAFT Measurable Learning Objectives from Syllabi and Faculty Retreat (Edited for Consistency) "You will be able to...."	Source	Bloom's Taxonomy	C1: Lead	C2: Make Policy	C3: Analyze	C4: Pub. Inst.	C5: Comn. Good	C6: Diverse	C7: Global	Internal Tracking No.
1	Apply microeconomic reasoning to public issues, policies and programs.	Syllabi	Applying			X					22
2	Use quantitative skills to assess the magnitude of predicted changes in government policies.	Syllabi	Evaluating			X					23

PA 5022 Economics for Policy Analysis and Planning II

Competencies Assessed in Course (Faculty Survey): 1,2,3,4,6 (5,7 N/A)

Competencies Covered (Syllabi Review): 2,3,5,6,7

Line No.	DRAFT Measurable Learning Objectives from Syllabi and Faculty Retreat (Edited for Consistency) "You will be able to...."	Source	Bloom's Taxonomy	C1: Lead	C2: Make Policy	C3: Analyze	C4: Pub. Inst.	C5: Comm. Good	C6: Diverse	C7: Global	Internal Tracking No.
1	Understand trade-offs in the design of social insurance programs, between risk protection and promoting efficient efforts to avoid losses.	Syllabi	Understanding			X		X			25
2	Demonstrate understanding of macroeconomic policy issues.	Syllabi	Understanding			X					50
3	Accurately use the language and data of macroeconomics.	Syllabi	Understanding			X					5
4	Demonstrate understanding of macroeconomic policy issues.	Syllabi	Understanding			X					6
5	Understand and critique the main economic rationales for current social insurance programs.	Syllabi	Analyzing			X		X			24
6	Critique current empirical research on the impacts of social insurance programs.	Syllabi	Analyzing			X					26
7	Use macroeconomic data to describe a country's economy and use analytical tools to explain how policy and external events alter the path of that economy.	Syllabi	Analyzing			X				X	1
8	Conduct macroeconomic analysis using analytical tools.	Syllabi	Analyzing			X					2
9	Use game theory to analyze interdependent situations and explain the causes and consequences of them. Design effective frameworks for understanding and governing interdependent situations.	Syllabi	Creating		X	X				X	7
10	Construct written and oral arguments for specific policy reforms	Syllabi	Creating		X	X			X		21
11	Develop responses to real-world challenges that arise in the completion of financial modeling projects.	Syllabi	Creating			X				X	4
12	Develop financial models using the techniques and perspectives taught in the course.	Syllabi	Creating			X					3

PA 5031 Empirical Analysis

Competencies Assessed in Course (Faculty Survey): 1,2,3,6 (5,7 N/A)

Competencies Covered (Syllabi Review): 3,5

Line No.	DRAFT Measurable Learning Objectives from Syllabi and Faculty Retreat (Edited for Consistency) "You will be able to...."	Source	Bloom's Taxonomy	Competencies							Internal Tracking No.
				C1: Lead	C2: Make Policy	C3: Analyze	C4: Pub. Inst.	C5: Comn. Good	C6: Diverse	C7: Global	
1	Explain the implicit assumptions about numbers that affect statistics and public policy decisions.	Syllabi	Understanding			X		X			52
2	Demonstrate understanding of microeconomic policy issues.	Syllabi	Understanding			X					37
3	Understand and accurately use the language and methods of statistics.	Syllabi	Understanding			X					49
4	Understand basic principles of statistics and apply them in research, policy analysis, or future study.	Syllabi	Applying			X					51
5	Use basic statistical techniques to conduct research and policy analysis.	Syllabi	Applying			X					46
6	Understand and critique empirical evidence in the media and scientific articles.	Syllabi	Analyzing			X					48
7	Interpret statistical results.	Syllabi	Analyzing			X					47

PA 5032 Intermediate Regression

Competencies Assessed in Course (Faculty Survey): 2,3,4 (5,7 N/A)

Competencies Covered (Syllabi Review): 3

Line No.	DRAFT Measurable Learning Objectives from Syllabi and Faculty Retreat (Edited for Consistency) "You will be able to...."	Source	Bloom's Taxonomy	C1: Lead	C2: Make Policy	C3: Analyze	C4: Pub. Inst.	C5: Comm. Good	C6: Diverse	C7: Global	Internal Tracking No.
1	Read, understand, interpret, use and evaluate quantitative empirical work in social science using regression.	Syllabi	Evaluating			X					45

PA 5033 Multivariate Techniques

Competencies Assessed in Course (Faculty Survey): 1,2,3,4,6 (5,7 N/A)

Competencies Covered (Syllabi Review): 3,5

Line No.	DRAFT Measurable Learning Objectives from Syllabi and Faculty Retreat (Edited for Consistency) "You will be able to...."	Source	Bloom's Taxonomy	C1: Lead	C2: Make Policy	C3: Analyze	C4: Pub. Inst.	C5: Comn. Good	C6: Diverse	C7: Global	Internal Tracking No.
1	Demonstrate a foundational level knowledge of multivariate techniques.	Syllabi	Understanding			X					29
2	Explain the impact of the analyst's judgment in drawing inferences from the data, the weaknesses of the "scientific" enterprise, and how these approaches can be used by advocates of particular public policies.	Syllabi	Applying			X		X			30
3	Competently use analytical skills.	Syllabi	Applying			X					28
4	Read, understand, interpret, use and evaluate empirical work used in the social sciences and by policy analysts.	Syllabi	Evaluating			X					27

PA 5035 Survey Research and Data Collection

Competencies Assessed in Course (Faculty Survey): 1,2,3,4,6, (5,7 N/A)

Competencies Covered (Syllabi Review): 3

Line No.	DRAFT Measurable Learning Objectives from Syllabi and Faculty Retreat (Edited for Consistency) "You will be able to...."	Source	Bloom's Taxonomy	C1: Lead	C2: Make Policy	C3: Analyze	C4: Pub. Inst.	C5: Comm. Good	C6: Diverse	C7: Global	Internal Tracking No.
1	Apply the reports that vendors supply.	Syllabi	Applying			X					56
2	Choose appropriate research techniques to meet research objectives.	Syllabi	Analyzing			X					57
3	Understand how to choose research vendors and evaluate their work.	Syllabi	Evaluating			X					55
4	Set research objectives based on quantitative and qualitative research methods.	Syllabi	Creating			X					53
5	Design and conduct surveys.	Syllabi	Creating			X					54

PA 5036 Regional Economic Analysis

Competencies Assessed in Course (Faculty Survey): 2,3 (5,7 N/A)

Competencies Covered (Syllabi Review): 3

Line No.	DRAFT Measurable Learning Objectives from Syllabi and Faculty Retreat (Edited for Consistency) "You will be able to...."	Source	Bloom's Taxonomy	C1: Lead	C2: Make Policy	C3: Analyze	C4: Pub. Inst.	C5: Comn. Good	C6: Diverse	C7: Global	Internal Tracking No.
1	Understand and use a variety of techniques for analyzing the structure of regional and local economies.	Syllabi	Applying			X					42

PA 5037 Regional Demographic Analysis

Competencies Assessed in Course (Faculty Survey): 1,2,3,4,6 (5,7 N/A)

Competencies Covered (Syllabi Review): 3

Line No.	DRAFT Measurable Learning Objectives from Syllabi and Faculty Retreat (Edited for Consistency) "You will be able to...."	Source	Bloom's Taxonomy	C1: Lead	C2: Make Policy	C3: Analyze	C4: Pub. Inst.	C5: Comm. Good	C6: Diverse	C7: Global	Internal Tracking No.
1	Understand the concepts behind demographic data analysis and projection techniques.	Syllabi	Understanding			X					44
2	Understand and use a variety of demographic data analysis and projection techniques.	Syllabi	Applying			X					43

PA 5080 Capstone Preparation Workshop

Competencies Assessed in Course (Faculty Survey): 1,3,4,6 (5,7 N/A)

Competencies Covered (Syllabi Review): 1, 6

Line No.	DRAFT Measurable Learning Objectives from Syllabi and Faculty Retreat (Edited for Consistency) "You will be able to...."	Source	Bloom's Taxonomy	C1: Lead	C2: Make Policy	C3: Analyze	C4: Pub. Inst.	C5: Comm. Good	C6: Diverse	C7: Global	Internal Tracking No.
1	Use and practice the following professional and group skills: team management (skills in task and group maintenance and performance); project planning and management; effective client relations; and ethical research and protection of human subjects.	Syllabi	Applying	X					X		105

PA 8081 Capstone Workshop

Competencies Assessed in Course (Faculty Survey): 1,2,3,4,6 (5,7 N/A)

Competencies Covered (Syllabi Review): 1,2,3,5,6,7

A). Methodological or General Learning Objectives

Line No.	DRAFT Measurable Learning Objectives from Syllabi and Faculty Retreat (Edited for Consistency) "You will be able to...."	Source	Bloom's Taxonomy	C1: Lead	C2: Make Policy	C3: Analyze	C4: Pub. Inst.	C5: Comn. Good	C6: Diverse	C7: Global	Internal Tracking No.
1	Identify the myriads of ways that public goals, objectives, policies, programs, projects, and initiatives interrelate across sectors of society and academic disciplines or professions.	Syllabi	Understanding			X		X		X	84
2	Conduct research and complete the tasks outlined in your scope of work.	Syllabi	Applying			X					70
3	Apply the skills that you have learned in the Humphrey Institute in a meaningful context.	Syllabi	Applying		X	X			X		68
4	Use qualitative methods to improve and inform the evaluation.	Syllabi	Applying		X	X			X		77
5	Demonstrate ability to work productively in groups.	Faculty and Syllabi	Applying		X				X		39
6	Demonstrate and use appropriate community engagement strategies and techniques.	Syllabi	Applying			X			X		58
7	Write short technical memoranda.	Syllabi	Applying						X		59
8	Use a literature scan to identify sources of information that may be useful to your PA 8081 team.	Syllabi	Applying			X					80
9	Work together with consulting team colleagues to respond appropriately to client and relevant stakeholder(s) needs and expectations during project implementation.	Syllabi	Evaluating		X	X			X		74
10	Reflect on your own performance as well as the performance of your peers and team-mates.	Syllabi	Evaluating			X			X		83
11	Present your findings to your client organization and to other professionals, including to audience(s) at the University of Minnesota, as well as residents or other stakeholders.	Syllabi	Creating		X	X			X		64
12	Prepare professional planning or policy documents.	Syllabi	Creating		X	X			X		65

13	Review problem statement, Negotiate with your client, and prepare a scope of work and memorandum of understanding.	Syllabi	Creating			X			X		60
14	Prepare draft and final professional report(s) or written product (written deliverable product) and perhaps a poster summary of your research or analysis.	Syllabi	Creating			X			X		63
15	Work with a client to develop a program evaluation plan that provides information to the client in a meaningful, timely, and useful way.	Syllabi	Creating		X	X			X		72
16	Design and implement a quantitative assessment of the impacts of a program using program administrative data.	Syllabi	Creating		X	X			X		73
17	Write and present a clear, effective, and concise summaries of results.	Syllabi	Creating						X		61
18	Prepare a strategy report consisting of: 1) a diagnosis of opportunities and risks, 2) a vision for the future, and 3) an action plan in accord with that vision.	Syllabi	Creating			X		X	X		62
19	Develop recommendations for policy or institutional change which flow from an inter-disciplinary understanding of issues on which the workshop is focused.	Syllabi	Creating	X	X	X			X	X	71
20	Use the theory and skills use have gained at the Humphrey School by applying some or all of the following: stakeholder analyses, program evaluation, political feasibility, policy entrepreneurship and advocacy, and the policy change cycle. Student groups will create a real product for a real client.	Syllabi	Creating		X	X		X	X		66

B). Substantive or Topical Learning Objectives

Line No.	DRAFT Measurable Learning Objectives from Syllabi and Faculty Retreat (Edited for Consistency) "You will be able to...."	Source	Bloom's Taxonomy	C1: Lead	C2: Make Policy	C3: Analyze	C4: Pub. Inst.	C5: Cornn. Good	C6: Diverse	C7: Global	Internal Tracking No.
1	Explain the evolving role that race and immigration have played in planning and policy making in the U.S. over time.	Syllabi	Understanding			X		X		X	81
2	Discuss effective and ineffective ways that urban planners and policy makers have engaged immigrants and racial minorities at the local level.	Syllabi	Understanding			X		X		X	82
3	Explain the unique characteristics of the Cedar Riverside neighborhood.	Syllabi	Understanding			X				X	79

4	Explain how University research can contribute to commercialization and business development as well as the role of higher education institutions in addressing the current and future jobs/skills mismatch in these industries.	Syllabi	Understanding			X			X		85
5	Understand and apply the theory and practice of economic and community development while fulfilling the client-based workshop requirements for Humphrey Institute MURP, MPP and MPA students.	Syllabi	Applying		X	X			X		69
6	Practice using methodologies to analyze and understand neighborhood populations, organizations, and conditions such as prevalence of crime.	Syllabi	Analyzing			X		X			76
7	Evaluate and suggest responses to current policy and planning challenges affecting diverse neighborhoods and cities in the U.S.	Syllabi	Creating			X		X			75
8	Understand the principles of community based research.	Syllabi	Understanding			X					78
9	Use the knowledge and skills you have acquired at HHH while working as a member of a team on a community based research project with a partner.	Syllabi	Applying		X	X			X		67

Program Logic Model

Standard 5: Program Logic Model

Humphrey School of Public Affairs University of Minnesota

“The mission of the Master of Public Policy Program is to prepare professionals with specialized skills and knowledge to advance the common good in a range of public policy issues and in the management of organizations in a diverse world.”

OVERVIEW

The Humphrey School has mapped its curriculum by:

- Examining learning objectives and assessment methods from a multi-year sample of syllabi from courses delivering core competencies
- Committee feedback
- Faculty feedback and additions
- Instructor surveys

- CORE COMPETENCIES**
1. To lead and manage in governance across sectors, institutions, and diverse populations and cultures.
 2. To participate in problem-solving, policy-making, and institutional and societal change in dynamic, uncertain environments.
 3. To analyze, synthesize, think critically, solve complex problems, and make decisions (informed by quantitative, qualitative, economic, and other methods).
 4. To articulate the essential role of public institutions in democratic societies and the importance of democratic values in delivery of public services.
 5. To understand conceptions of the common good, acknowledge normative and ethical viewpoints, and promote social justice.
 6. To communicate and interact productively with individuals in diverse and changing cultures and communities.
 7. To understand global interdependencies and their implications for governance, policy-making, and implementation.

ASSESSMENT & REVIEW

- Student feedback
- Student government focus groups
- Curriculum Committee oversight
- Associate Dean has authority to lead formal review processes
- Faculty-led program and curricular changes
- Review of capstone projects by panel of MPP alumni

COMPETENCY COVERAGE MATRIX	#	Competency	PA 5002	PA 5003	PA 5011	PA 5012	PA 5021	PA 5022	PA 5031	PA 5032	PA 5033	PA 5035	PA 5036	PA 5037	PA 5080	PA 8081	
	1	To lead and manage in governance across sectors, institutions, and diverse populations and cultures.		X	X											X	X
	2	To participate in problem-solving, policy-making, and institutional and societal change in dynamic, uncertain environments.	X		X	X		X									X
	3	To analyze, synthesize, think critically, solve complex problems, and make decisions (informed by quantitative, qualitative, economic, and other methods).	X	X	X	X	X	X	X	X	X	X	X	X	X		X
	4	To articulate the essential role of public institutions in democratic societies and the importance of democratic values in delivery of public services.		X	X												
	5	To understand conceptions of the common good, acknowledge normative and ethical viewpoints, and promote social justice.			X	X		X	X			X					X
	6	To communicate and interact productively with individuals in diverse and changing cultures and communities.	X	X	X			X								X	X
	7	To understand global interdependencies and their implications for governance, policy-making, and implementation.			X	X		X									X

X Syllabus learning objectives
 X Faculty reported coverage from survey (Competencies 5 and 7 are not applicable as they were generated after the survey)

Standard 6

6.1d – Required Courses

Type of Requirement	Course Number and Name	Frequency
Required	PA 5002: Introduction to Policy Analysis	More than one semester, session, or quarter per year
Required	PA 5003: Introduction to Financial Analysis and Management	Every semester, session, or quarter
Required	PA 5011: Management of Organizations	One semester, session, or quarter per year
Required	PA 5012: Politics of Public Affairs	More than one semester, session, or quarter per year
Required	PA 5021: Economics for Policy Analysis and Planning I	One semester, session, or quarter per year
Required	PA 5022: Economics for Policy Analysis and Planning II	More than one semester, session, or quarter per year
Required	PA 5031: Empirical Analysis I	One semester, session, or quarter per year
Choice of Requirements	PA 5032: Intermediate Regression Analysis	One semester, session, or quarter per year
Choice of Requirements	PA 5033: Multivariate Techniques	One semester, session, or quarter per year
Choice of Requirements	PA 5035: Survey Research and Data Collection	One semester, session, or quarter per year
Choice of Requirements	PA 5036: Regional Economic Analysis	One semester, session, or quarter per year
Choice of Requirements	PA 5037: Regional Demographic Analysis	One semester, session, or quarter per year
Required for selected 8081 sections	PA 5080: Capstone Preparation Workshop	Every semester, session, or quarter
Choice of Requirements	PA 8081: Capstone Workshop	Every semester, session, or quarter

Throughout the self study report the Humphrey School has taken a literal definition of “required,” therefore the courses shown in the table for 6.1d in the self-study report are only those that are required of all students. Students must also select two of the five methods courses listed above (PA 5032 - PA 5037). PA 8081: Capstone Workshop is a choice among several options for completing the MPP professional paper. It is offered every semester. PA 5080: Capstone Preparation Workshop is required for most sections of PA 8081 and is also offered every semester. For the purposes of the self-study report, the courses shown above are considered as group to be those that deliver required competencies.

6.1d – MPP Concentrations

		Number of Courses Required within the Specialization	Number of Credits Required within the Specialization	Number of Courses Offered in SSY	Number of Courses Offered in SSY-1	Number of Courses Offered in SSY-2	Number of Graduating Students in Concentration in SSY	Number of Graduating Students with Self-designed Concentrations for SSY by Similar Category	Functional SSY Sum	Number of Graduating Students in Concentration in SSY-1	Number of Graduating Students in Concentration in SSY-2
MPP Concentrations	Advanced Policy Analysis Methods	3	9	10	10	9	21	6	27	20	17
	Economic and Community Development	3	9	14	18	16	7	0	7	11	4
	Global Public Policy	3	9	22	26	23	10	9	19	15	25
	Human Rights	3	9	4	4	5	2	0	2	N/A	N/A
	Public and Nonprofit Leadership and Management	3	9	22	31	26	25	2	27	27	25
	Science, Technology, and Environmental Policy	3	9	6	6	5	3	0	3	5	4
	Social Policy	3	9	14	16	14	18	10	28	17	12
	Women in Public Policy	3	9	9	12	10	0	0	0	3	0
	Self-Designed	3	9	N/A	N/A	N/A	27			17	11

The above table contains a more thorough examination of course offerings and the number of graduating students in each concentration. Concentrations require a minimum of 9 credits. The majority of courses which fulfill concentration requirements are 3 credits, though a few are 2 credit courses. The number of courses listed above for each concentration are only the number of courses offered at the Humphrey School; these figures do not include courses in other University of Minnesota schools that may be counted towards the concentration requirement at the Humphrey School.

The School is now encouraging students to design their own concentrations. For the self study report, self-designed concentrations were categorized by similarity to the existing concentrations. The red columns above show students by concentration, by similar self-designed category, and the sum of students by concentration for the self study year.