

MPA PROGRAM ASSESSMENT PLAN May 2013

Part I: Overarching Program Components				
Purpose: To ensure the MPA program has regular and effective assessment of its mission, goals, public service values, competencies, and learning outcomes so that, consistent with its mission, the program can continuously improve and is inclusive.				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
Content of Mission and Goals; Public Service Values	MPA Reaccreditation Committee (Committee) met to discuss reaccreditation standards	Start of Self-Study Year (SSY)	MPA program did not meet NASPAA standards for mission and did not have articulated public service values	Committee drafted mission, goals, and public service values
	Committee sought comment from many stakeholders on mission and goals (see detailed explanation of process in Standard 1.1.4)		Faculty, staff, and stakeholders provided detailed comments, e.g. to incorporate SPEA's distinguishing features into mission	Committee made changes to mission and goals based on comments
	Faculty review prior to first fall faculty meeting and discussion at the meeting. Any proposed changes will be sent to stakeholders for comment	Biennially starting Fall 2015		
	Professionally conducted alumni and employer survey-ask for comments on appropriateness of mission and goals	Every three years starting 2015-16		
	Responsible party: MPA Director			

Part I: Overarching Program Components continued				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
Content of Competencies and Learning Outcomes and Mapping of Learning Outcomes	<p>Committee met to discuss reaccreditation standards for competencies and learning outcomes</p> <p>Review of competencies, learning outcomes, and maps by MPA Curriculum Committee; review by full faculty in conjunction with mission and goals review</p> <p>Responsible party: MPA Director</p>	<p>Start of SSY</p> <p>Biennially starting Fall 2015</p>	MPA program did not meet standards for having defined competencies and associated learning outcomes mapped to core courses	<p>Committee drafted definitions of 5 Universal Competencies and their learning outcomes and sought faculty expertise on drafting concentration competencies and learning outcomes</p> <p>Committee mapped curriculum (learning outcomes) for all required (core) courses and required courses for each concentration (see curriculum maps at end of this table)</p>

Part I: Overarching Program Components continued				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
Diversity Awareness and Inclusive Environment	Committee met to address diversity and the requirements of reaccreditation standards	SSY	MPA program has diverse populations of students and faculty and several diversity initiatives, but could improve by adding some additional components for ensuring diversity	Developed Diversity Statement, adopted by faculty April 2013 (attached in Standard 4b) Began diversity training program April 2013 (starting with generational diversity) taught by professional from Indiana University
	Offer training in various types of diversity e.g. race, gender	Each semester starting Spring 2013		
	Feedback on training by attendees to determine its value	Starting Fall 2014		
	Responsible parties: MPA Director and Director of Finance and Administration			
	Professionally conducted alumni and employer survey- seek feedback on inclusiveness and diversity	Every three years starting 2015-16		
Responsible party: MPA Director				

Part II: Student Services				
Purpose: To ensure the MPA program recruits, admits, advises, places in internships, and provides career counseling consistent with its mission.				
Student Recruitment and Admission	Strategic Recruitment Plan and Comprehensive Communication Plan review and approval by MPA Director	Annually	2012 Plans implemented through e.g. school visits, letters to prospective students; satisfied with quantity and quality of 2013 class	<p>No major changes at this time but considering improvements for diversity by joining APASIA and enhance efforts to track and evaluate effectiveness of recruitment strategies</p> <p>New plan in August 2013 will be reviewed by the new MPA Program Director</p> <p>Note: New Recruitment Director to be hired Summer 2013</p>

Part II: Student Services continued				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
Student Recruitment and Admission continued	MPA Director reviews numbers of completed applications, admits, enrolled; reported to faculty	Rolling	SSY: Completed app: 635 Admits: 431 Enrolled: 367 (inc dual) SSY +1 projections: Completed app: 671 Admit: 527 Enrolled: not yet determined Program is pleased with admission numbers and efficiency of review process	Minor changes to SharePoint platform
	MPA Director reviews decline and enrollment surveys results Responsible Parties: MPA Director and Director of Student Services	Rolling	Results showed applicants thought SPEA recruitment and admissions functions were personalized, responsive, friendly; consistently cited negatively: limited merit aid opportunities	No changes at this time

Part II: Student Services continued				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
Advising	Discussion with Director of Student Services	SSY	There is no current assessment method or activity for advising and program could benefit from adding one	Committee proposed MPA program begin student evaluation of advising in AY 2013-14

Part II: Student Services continued				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
Internships and Job Placement	Career Development Office (CDO) complete re-assessment	Fall 2011	Office lacked certain important components found in other University career offices Office was not used by students as much as desired	Many changes, including: developed professional career fair, to be increased in size next year; initiated Student Internship Fund; hired Employer Relations Coordinator; increased efforts to collect information from students and alumni

Part II: Student Services continued				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
Internships and Job Placement continued	Outcomes Report from CDO	Annually	93.6% of all Masters students whose status is known report full-time employment, temporary employment, or education	Using actions above to improve full-time employment numbers; also stepping up efforts at building connections with SPEA overseas alums for benefit of students seeking international experience
	CDO Retreat	Annually starting Summer 2013		
	Student exit surveys Responsible party: CDO Director	Upon completing an advising appointment	Rated the advising staff 4.7/5 but would like to see higher percent of students complete survey with comments on individual counseling sessions	
	Professionally conducted alumni and employer survey Responsible party: MPA Director	SSY and every three years; next in 2015-16	Responses to CDO effectiveness questions ranged from 2.9-3.4/5	

Part III: Faculty Development				
Purpose: To ensure the MPA program faculty are meeting standards for teaching, research, and service as appropriate for their position and consistent with its mission.				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
Teaching, Research, and Service of Full-time Faculty	Personnel committee review of courses taught, scholarship, service, and other activities	Annually (tenured full professors evaluated by personnel committee every three years)	All faculty meeting requirements	None at this time
	Meeting to discuss performance with Dean's Office	Annually-required for assistant professors, assistant clinical professors, and lecturers; at faculty request for all others	All faculty meeting requirements	None at this time
	Responsible parties: Personnel Committee and Dean's Office			
	Student evaluations reviewed by MPA Program Director; summarized for Personnel Committee and Dean's Office	Each semester; twice a semester for newer faculty	All faculty were satisfactory or exceptional, though a few faculty were flagged to be watched for trends	None at this time, but Program Director will continue to watch those flagged
	Responsible party: MPA Director			

Part III: Faculty Development continued				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
Adjunct Faculty	Student evaluations reviewed by MPA Director Responsible party: MPA Director	Each semester; twice a semester for newer faculty	All adjunct faculty were satisfactory or exceptional	None at this time

Part IV: Student Learning				
Purpose: To ensure the MPA Program is continuously improving in its students' attainment of universal and concentration competencies and their associated learning outcomes in furtherance of its mission. Note: Curriculum maps and year-by-year assessment plan are attached following the assessment charts (starting at page 56). See hard copy binders for examples of direct student evidence.				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
<p>Competency 1 -Public Governance</p> <p>Learning Outcome (LOC) 1.1 To analyze situations that involve interaction between the public, nonprofit, and private sectors.</p>	<p>Professionally conducted alumni and employer survey rating the effectiveness of the MPA program in preparing students for each learning outcome on a scale of 1-5</p> <p>Direct student evidence</p> <p>Student exit surveys</p> <p>Professionally conducted alumni and employer survey</p> <p>Responsible party: MPA Director</p>	<p>SSY</p> <p>To be gathered 2013-14 and every three years thereafter</p> <p>Annually starting Spring 2014</p> <p>Every three years; next in 2015-16</p>	<p>Overall Competency 1: Alumni 3.95/5; Employers: 4.35/5</p> <p>LOC 1.1</p> <p>Alumni: 4.1/5</p> <p>Employers: 4.6/5</p> <p>Indicates employer and alumni satisfaction</p>	<p>None at this time</p> <p>Reconsider possible actions after collection of student evidence</p>

Part IV: Student Learning continued				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
<p>Competency 1 -Public Governance</p> <p>LOC 1.2 To use theory and models of organizational behavior, while taking into consideration the political, institutional, legal, and ethical context and other environmental constraints.</p>	<p>Professionally conducted alumni and employer survey rating the effectiveness of the MPA program in preparing students for each learning outcome on a scale of 1-5</p> <p>Direct student evidence</p> <p>Student exit surveys</p> <p>Professionally conducted alumni and employer survey</p> <p>Responsible party: MPA Director</p>	<p>SSY</p> <p>To be gathered 2013-14 and every three years thereafter</p> <p>Annually starting Spring 2014</p> <p>Every three years; next in 2015-16</p>	<p>LOC 1.2</p> <p>Alumni: 3.7/5</p> <p>Employers: 4.0/5</p> <p>Indicates employer and alumni satisfaction</p>	<p>None at this time</p> <p>Reconsider possible actions after collection of student evidence; Committee noted that this LOC is rated somewhat lower than others and changes may be necessary upon gathering student evidence.</p>

Part IV: Student Learning continued				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
Competency 1 -Public Governance LOC 1.3 To discern the impact of leadership styles and cultural values on organizational operations.	Professionally conducted alumni and employer survey rating the effectiveness of the MPA program in preparing students for each learning outcome on a scale of 1-5 Direct student evidence Student exit surveys Professionally conducted alumni and employer survey Responsible party: MPA Director	SSY To be gathered 2013-14 and every three years thereafter Annually starting Spring 2014 Every three years; next in 2015-16	LOC 1.3 Alumni: 3.9/5 Employers: 4.2/5 Indicates employer and alumni satisfaction	None at this time Reconsider possible actions after collection of student evidence

Part IV: Student Learning continued				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
Competency 1 -Public Governance LOC 1.4 To appropriately apply strategic decision making techniques and models.	Professionally conducted alumni and employer survey rating the effectiveness of the MPA program in preparing students for each learning outcome on a scale of 1-5 Direct student evidence Student exit surveys Professionally conducted alumni and employer survey Responsible party: MPA Director	SSY To be gathered 2013-14 and every three years thereafter Annually starting Spring 2014 Every three years; next in 2015-16	LOC 1.4 Alumni: 4.1/5 Employers: 4.6/5 Indicates employer and alumni satisfaction	None at this time Reconsider possible actions after collection of student evidence

Part IV: Student Learning continued				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
<p>Competency 2 –Policy Process</p> <p>Learning Outcome (LOC) 2.1 To identify the structure, function, and similarities and differences between the public, nonprofit, and private sectors, the legal frameworks in which the sectors operate, and how each sector affects the public policy process.</p>	<p>Direct student evidence gathered from V540 Law and Public Affairs Fall 2012 (quiz question) and Spring 2013 (homework exercise)</p> <p>Professionally conducted alumni and employer survey rating the effectiveness of the MPA program in preparing students for each learning outcome on a scale of 1-5</p>	<p>SSY</p> <p>SSY</p>	<p>In Fall 2012, some students failed to identify the legal significance of government versus private actor; in Spring 2013, almost all students met or exceeded expectations</p> <p>Overall Competency 2: Alumni 4.18/5; Employers: 4.62/5</p> <p>LOC 2.1: Alumni: 4.15/5 Employers: 4.55/5</p> <p>Indicates employer and alumni satisfaction</p>	<p>Fall 2012 faculty member increased discussion of state action; Spring 2013 faculty will develop further exercises in applying law</p>

Part IV: Student Learning continued				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
<p>Competency 2 –Policy Process continued</p> <p>Learning Outcome (LOC) 2.1 To identify the structure, function, and similarities and differences between the public, nonprofit, and private sectors, the legal frameworks in which the sectors operate, and how each sector affects the public policy process.</p>	<p>Direct student evidence</p> <p>Student exit surveys</p> <p>Professionally conducted alumni and employer survey</p> <p>Responsible party: MPA Director</p>	<p>To be gathered again 2016-17 and every three years thereafter</p> <p>Annually starting Spring 2014</p> <p>Every three years; next in 2015-16</p>		

Part IV: Student Learning continued				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
<p>Competency 2 –Policy Process</p> <p>LOC 2.2 To utilize the results of appropriate quantitative or qualitative methods to inform decision making and improve the policy process.</p>	<p>Direct student evidence gathered in Fall 2012 from 2 sections of V506 Statistical Analysis for Effective Decision-Making final exam questions) and 3 sections of V517 Public Management Economics (case study and final exam questions)</p> <p>Professionally conducted alumni and employer survey rating the effectiveness of the MPA program in preparing students for each learning outcome on a scale of 1-5</p>	<p>SSY</p> <p>SSY</p>	<p>V506 students had difficulty meeting expectations for several reasons, including minor mistakes and inability to translate results into policy relevancy; V517 results varied: in one section a sizable minority struggled with concepts, while in another almost all students met or exceeded expectations</p> <p>LOC 2.1: Alumni: 4.4/5 Employers: 4.8/5</p> <p>Indicates employer and alumni satisfaction</p>	<p>Based on Committee report, the MPA Program Director will, in Fall 2013: 1) meet with core course faculty to discuss student profiles to help align instructor expectations with incoming student skills; and 2) meet with V506 instructors as a group to discuss translating results into policy recommendations</p>

Part IV: Student Learning continued				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
Competency 2 –Policy Process continued LOC 2.2 To utilize the results of appropriate quantitative or qualitative methods to inform decision making and improve the policy process.	Direct student evidence Student exit surveys Professionally conducted alumni and employer survey Responsible party: MPA Program Director	To be gathered again 2016-17 and every three years thereafter Annually starting Spring 2014 Every three years; next in 2015-16		

Part IV: Student Learning continued				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
Competency 2 –Policy Process LOC 2.3 To effectively identify stakeholders and develop strategies to collaborate with them.	Direct student evidence gathered in Spring 2013 from 6 sections of V600 Capstone in Public and Environmental Affairs (capstone final projects)	SSY	Almost all students met or exceeded expectations and faculty were generally very pleased with work product; faculty suggested programmatic changes	Although satisfied with results of LOC assessment, program is in the process of improving capstone: increased training in communication skills, professionalism, strategic management, working in diverse teams
	Professionally conducted alumni and employer survey rating the effectiveness of the MPA program in preparing students for each learning outcome on a scale of 1-5	SSY	LOC 2.1: Alumni: 4.6/5 Employers: 4.1/5 Indicates employer and alumni satisfaction	
	Direct student evidence	To be gathered again 2016-17 and every three years thereafter		
	Student exit surveys	Annually starting Spring 2014		
	Professionally conducted alumni and employer survey	Every three years; next in 2015-16		
	Responsible party: MPA Program Director			

Part IV: Student Learning continued				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
<p>Competency 3 –Critical Thinking</p> <p>Learning Outcome (LOC) 3.1 To collect, analyze, interpret, and present data using appropriate models and methods.</p>	<p>Direct student evidence gathered in Fall 2012 from 2 sections of V506 Statistical Analysis for Effective Decision-making (final exam question and lab assignment) and in Spring 2013 from 6 sections of V600 Capstone in Public and Environmental Affairs (capstone final projects)</p> <p>Professionally conducted alumni and employer survey rating the effectiveness of the MPA program in preparing students for each learning outcome on a scale of 1-5</p>	<p>SSY</p> <p>SSY</p>	<p>V506 students generally met or exceeded expectations, with some math and data difficulty.</p> <p>Almost all V600 students met or exceeded expectations and faculty were generally very pleased with work product; faculty suggested programmatic changes</p> <p>Overall Competency 3: Alumni 4.35/5; Employers: 4.65/5</p> <p>LOC 3.1: Alumni: 4.3/5 Employers: 4.7/5</p> <p>Indicates employer and alumni satisfaction</p>	<p>Based on Committee report, Program Director will meet with the faculty in charge of Math Camp program to add a segment on the value of UITS software training</p> <p>Although satisfied with results of LOC assessment, program is in the process of improving capstone: increased training in communication skills, professionalism, strategic management, working in diverse teams</p>

Part IV: Student Learning continued				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
Competency 3 –Critical Thinking continued Learning Outcome (LOC) 3.1 To collect, analyze, interpret, and present data using appropriate models and methods.	Direct student evidence Student exit surveys Professionally conducted alumni and employer survey Responsible party: MPA Director	To be gathered again 2016-17 and every three years thereafter Annually starting Spring 2014 Every three years; next in 2015-16		

Part IV: Student Learning continued				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
Competency 3 –Critical Thinking LOC 3.2 To apply critical thinking skills to contribute to the resolution of public problems.	Direct student evidence gathered in Fall 2012 from V502 Public Management (final exam question) and V517 Public Management Economics (homework problem)	SSY	Students generally met or exceeded expectations	No action items at this time
	Professionally conducted alumni and employer survey rating the effectiveness of the MPA program in preparing students for each learning outcome on a scale of 1-5	SSY	LOC 3.2: Alumni: 4.4/5 Employers: 4.6/5 Indicates employer and alumni satisfaction	
	Direct student evidence	To be gathered again 2016-17 and every three years thereafter		
	Student exit surveys	Annually starting Spring 2014		
	Professionally conducted alumni and employer survey	Every three years; next in 2015-16		
	Responsible party: MPA Director			

Part IV: Student Learning continued				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
<p>Competency 4 –Public Service Perspective</p> <p>Learning Outcome (LOC) 4.1 To recognize legal, political, economic, and cultural constraints on policy formation and program administration.</p>	<p>Direct student evidence gathered in Fall 2012 from V502 Public Management (take-home final exam case study) and Spring 2013 from V560 Public Management and Budgeting (homework exercise)</p> <p>Professionally conducted alumni and employer survey rating the effectiveness of the MPA program in preparing students for each learning outcome on a scale of 1-5</p>	<p>SSY</p> <p>SSY</p>	<p>The vast majority of V502 students met or exceeded expectations; a significant number of the V560 students did not meet expectations, which the faculty member thought would be straightened out by the mid-term exam</p> <p>Overall Competency 4: Alumni 4.1/5; Employers: 4.4/5</p> <p>LOC 4.1: Alumni: 4.1/5 Employers: 4.1/5</p> <p>Indicates employer and alumni satisfaction</p>	<p>No action items at this time</p>

Part IV: Student Learning continued				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
<p>Competency 4 –Public Service Perspective continued</p> <p>Learning Outcome (LOC) 4.1 To recognize legal, political, economic, and cultural constraints on policy formation and program administration.</p>	<p>Direct student evidence</p> <p>Student exit surveys</p> <p>Professionally conducted alumni and employer survey</p> <p>Responsible party: MPA Director</p>	<p>To be gathered again 2016-17 and every three years thereafter</p> <p>Annually starting Spring 2014</p> <p>Every three years; next in 2015-16</p>		

Part IV: Student Learning continued				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
Competency 4 –Public Service Perspective LOC 4.2 To develop the knowledge and skills necessary to take personal responsibility for performing one’s work in an ethical and professional manner.	Direct student evidence gathered in Spring 2013 from V540 Law and Public Affairs (peer evaluation and in-class questions) and V560 Public Management and Budgeting (peer evaluation)	SSY	The majority of students met or exceeded expectations in V540; for V560, all but one student met expectations	None at this time
	Professionally conducted alumni and employer survey rating the effectiveness of the MPA program in preparing students for each learning outcome on a scale of 1-5	SSY	LOC 4.2: Alumni: 4.1/5 Employers: 4.7/5 Indicates employer and alumni satisfaction	
	Direct student evidence	To be gathered 2016-17 and every three years thereafter		
	Student exit surveys	Annually starting Spring 2014		
	Professionally conducted alumni and employer survey	Every three years; next in 2015-16		
	Responsible party: MPA Director			

Part IV: Student Learning continued				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
<p>Competency 5 – Communication</p> <p>Learning Outcome (LOC) 5.1 To communicate effectively with an understanding of diverse institutional and cultural norms.</p>	<p>Professionally conducted alumni and employer survey rating the effectiveness of the MPA program in preparing students for each learning outcome on a scale of 1-5</p> <p>Direct student evidence</p> <p>Student exit surveys</p> <p>Professionally conducted alumni and employer survey</p> <p>Responsible party: MPA Director</p>	<p>SSY</p> <p>To be gathered 2013-14 and every three years thereafter</p> <p>Annually starting Spring 2014</p> <p>Every three years; next in 2015-16</p>	<p>Overall Competency 5: Alumni 3.97/5; Employers: 4.4/5</p> <p>LOC 5.1: Alumni: 4.0/5 Employers: 4.4/5</p> <p>Indicates employer and alumni satisfaction</p>	<p>None at this time</p> <p>Reconsider possible actions after collection of student evidence</p>

Part IV: Student Learning continued				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
Competency 5 – Communication LOC 5.2 To work effectively in a diverse team and deal effectively with conflict.	Professionally conducted alumni and employer survey rating the effectiveness of the MPA program in preparing students for each learning outcome on a scale of 1-5 Direct student evidence Student exit surveys Professionally conducted alumni and employer survey Responsible party: MPA Director	SSY To be gathered 2013-14 and every three years thereafter Annually starting Spring 2014 Every three years; next in 2015-16	LOC 5.2: Alumni: 3.95/5 Employers: 4.4/5 Indicates employer and alumni satisfaction	None at this time Reconsider possible actions after collection of student evidence

Part IV: Student Learning continued- Elective Competencies				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
Elective Competency – Economic Development Learning Outcome (LOC) 1 Knowledge of the main theories, frameworks, and illustrative case studies of economic development.	Professionally conducted alumni survey rating the effectiveness of the MPA program in preparing students for each learning outcome on a scale of 1-5 Direct student evidence Student exit surveys Professionally conducted alumni and employer survey Responsible party: MPA Director	SSY To be gathered 2014-15 and every three years thereafter Annually starting Spring 2014 Every three years; next in 2015-16	Overall Economic Development Competency: Alumni 4.23/5 LOC 1: Alumni: 4.4/5 Indicates alumni satisfaction	None at this time Reconsider possible actions after collection of student evidence

Part IV: Student Learning continued				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
Elective Competency – Economic Development LOC 2 Ability to apply quantitative and qualitative techniques to analyze economic development needs and opportunities.	Professionally conducted alumni survey rating the effectiveness of the MPA program in preparing students for each learning outcome on a scale of 1-5 Direct student evidence Student exit surveys Professionally conducted alumni and employer survey Responsible party: MPA Director	SSY To be gathered 2014-15 and every three years thereafter Annually starting Spring 2014 Every three years; next in 2015-16	LOC 2: Alumni: 4.3/5 Indicates alumni satisfaction	None at this time Reconsider possible actions after collection of student evidence

Part IV: Student Learning continued				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
Elective Competency – Economic Development LOC 3 Ability to formulate and implement development policies appropriate to specific locational context..	Professionally conducted alumni survey rating the effectiveness of the MPA program in preparing students for each learning outcome on a scale of 1-5 Direct student evidence Student exit surveys Professionally conducted alumni and employer survey Responsible party: MPA Director	SSY To be gathered 2014-15 and every three years thereafter Annually starting Spring 2014 Every three years; next in 2015-16	LOC 3: Alumni: 4.0/5 Indicates alumni satisfaction	None at this time Reconsider possible actions after collection of student evidence

Part IV: Student Learning continued				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
Elective Competency – Energy Learning Outcome (LOC) 1 An understanding of current energy policies and technologies, the socioeconomic and environmental consequences of these technologies and policies, and the life cycle and economics of energy resources, production, and consumption.	Professionally conducted alumni survey rating the effectiveness of the MPA program in preparing students for each learning outcome on a scale of 1-5	SSY	Overall Energy Competency: Alumni 4.58/5 LOC 1: Alumni: 4.7/5 *only eight respondents	None at this time Reconsider possible actions after collection of student evidence
	Direct student evidence	To be gathered 2014-15 and every three years thereafter		
	Student exit surveys	Annually starting Spring 2014		
	Professionally conducted alumni and employer survey	Every three years; next in 2015-16		
	Responsible party: MPA Director			

Part IV: Student Learning continued				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
Elective Competency – Energy LOC 2 Knowledge of, and the ability to apply, analytic and management approaches to energy conservation and sustainability, including the tools and techniques for mitigating carbon emissions, new ways to diversify the energy sector, and the development of innovative energy technologies.	Professionally conducted alumni survey rating the effectiveness of the MPA program in preparing students for each learning outcome on a scale of 1-5	SSY	LOC 2: Alumni: 4.3/5 *only eight respondents	None at this time Reconsider possible actions after collection of student evidence
	Direct student evidence	To be gathered 2014-15 and every three years thereafter		
	Student exit surveys	Annually starting Spring 2014		
	Professionally conducted alumni and employer survey	Every three years; next in 2015-16		
	Responsible party: MPA Director			

Part IV: Student Learning continued				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
Elective Competency – Environmental Policy and Natural Resource Management (EPNRM) Learning Outcome (LOC) 1 Knowledge of the scientific, political, policy, and legal contexts in which environmental and natural resource management and policy issues arise.	Professionally conducted alumni survey rating the effectiveness of the MPA program in preparing students for each learning outcome on a scale of 1-5	SSY	Overall EPNRM Competency: Alumni 4.47/5 LOC 1: Alumni: 4.5/5 Indicates alumni satisfaction	None at this time Reconsider possible actions after collection of student evidence
	Direct student evidence	To be gathered 2014-15 and every three years thereafter		
	Student exit surveys	Annually starting Spring 2014		
	Professionally conducted alumni and employer survey	Every three years; next in 2015-16		
	Responsible party: MPA Director			

Part IV: Student Learning continued				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
Elective Competency – EPNRM LOC 2 An understanding of, and the ability to apply, analytical, managerial, scientific, and legal tools essential to policy development and implementation and the management of environmental and natural resource programs and activities.	Professionally conducted alumni survey rating the effectiveness of the MPA program in preparing students for each learning outcome on a scale of 1-5 Direct student evidence Student exit surveys Professionally conducted alumni and employer survey Responsible party: MPA Director	SSY To be gathered 2014-15 and every three years thereafter Annually starting Spring 2014 Every three years; next in 2015-16	LOC 2: Alumni: 4.45/5 Indicates alumni satisfaction	None at this time Reconsider possible actions after collection of student evidence

Part IV: Student Learning continued				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
Elective Competency – Information Systems Learning Outcome (LOC) 1 To design, implement, use and evaluate information systems including databases, websites, geospatial systems and decision support systems in support of organizational and client/citizen needs.	Professionally conducted alumni survey rating the effectiveness of the MPA program in preparing students for each learning outcome on a scale of 1-5	SSY	Overall Information Systems Competency: Alumni 3.5/5 LOC 1: Alumni: 3.5/5 *only four respondents	None at this time Reconsider possible actions after collection of student evidence
	Direct student evidence	To be gathered 2014-15 and every three years thereafter		
	Student exit surveys	Annually starting Spring 2014		
	Professionally conducted alumni and employer survey	Every three years; next in 2015-16		
	Responsible party: MPA Director			

Part IV: Student Learning continued				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
Elective Competency – Information Systems LOC 2 An understanding of the legal and ethical mandates related to information and information technology that govern public and private organizations in the U.S.	Professionally conducted alumni survey rating the effectiveness of the MPA program in preparing students for each learning outcome on a scale of 1-5 Direct student evidence Student exit surveys Professionally conducted alumni and employer survey Responsible party: MPA Director	SSY To be gathered 2014-15 and every three years thereafter Annually starting Spring 2014 Every three years; next in 2015-16	LOC 2: Alumni: 3.5/5 *only four respondents	None at this time Reconsider possible actions after collection of student evidence

Part IV: Student Learning continued				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
Elective Competency – International Development Learning Outcome (LOC) 1 To understand and apply the political and economic theories of international development, development assistance, entrepreneurial development and state building.	Professionally conducted alumni survey rating the effectiveness of the MPA program in preparing students for each learning outcome on a scale of 1-5	SSY	Overall International Development Competency: Alumni 5.0/5 LOC 1: Alumni: 5.0/5 *only one respondent	None at this time Reconsider possible actions after collection of student evidence
	Direct student evidence	To be gathered 2014-15 and every three years thereafter		
	Student exit surveys	Annually starting Spring 2014		
	Professionally conducted alumni and employer survey	Every three years; next in 2015-16		
	Responsible party: MPA Director			

Part IV: Student Learning continued				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
Elective Competency – International Development LOC 2 The ability to use key tools needed in the international development sector, including quantitative and qualitative methods, cost-benefit analysis, feasibility assessment, social impact study, and monitoring and evaluation.	Professionally conducted alumni survey rating the effectiveness of the MPA program in preparing students for each learning outcome on a scale of 1-5	SSY	LOC 2: Alumni: 5.0/5 *only one respondent	None at this time Reconsider possible actions after collection of student evidence
	Direct student evidence	To be gathered 2014-15 and every three years thereafter		
	Student exit surveys	Annually starting Spring 2014		
	Professionally conducted alumni and employer survey	Every three years; next in 2015-16		
	Responsible party: MPA Director			

Part IV: Student Learning continued				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
Elective Competency – Local Government Management Learning Outcome (LOC) 1 Knowledge of service delivery systems and the ability to apply performance criteria to measure the effectiveness of local government organizations.	Professionally conducted alumni survey rating the effectiveness of the MPA program in preparing students for each learning outcome on a scale of 1-5 Direct student evidence Student exit surveys Professionally conducted alumni and employer survey Responsible party: MPA Director	SSY To be gathered 2015-16 and every three years thereafter Annually starting Spring 2014 Every three years; next in 2015-16	Overall Local Government Management Competency: Alumni 4.25/5 LOC 1: Alumni: 4.0/5 *only 22 respondents	None at this time Reconsider possible actions after collection of student evidence

Part IV: Student Learning continued				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
Elective Competency – Local Government Management LOC 2 An understanding of the roles of elected officials, community leaders, and citizens in developing a policy agenda to achieve common community goals.	Professionally conducted alumni survey rating the effectiveness of the MPA program in preparing students for each learning outcome on a scale of 1-5 Direct student evidence Student exit surveys Professionally conducted alumni and employer survey Responsible party: MPA Director	SSY To be gathered 2015-16 and every three years thereafter Annually starting Spring 2014 Every three years; next in 2015-16	LOC 2: Alumni: 4.5/5 *only 22 respondents	None at this time Reconsider possible actions after collection of student evidence

Part IV: Student Learning continued				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
Elective Competency – Local Government Management LOC 3 Knowledge of the broad range of local functional activities, including: budget and program analysis, human resource management, technology utilization, community and strategic planning, sustainability issues, and community development.	Professionally conducted alumni survey rating the effectiveness of the MPA program in preparing students for each learning outcome on a scale of 1-5 Direct student evidence Student exit surveys Professionally conducted alumni and employer survey Responsible party: MPA Director	SSY To be gathered 2015-16 and every three years thereafter Annually starting Spring 2014 Every three years; next in 2015-16	LOC 3: Alumni: 4.5/5 *only 22 respondents	None at this time Reconsider possible actions after collection of student evidence

Part IV: Student Learning continued				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
Elective Competency – Nonprofit Management Learning Outcome (LOC) 1 An ability to define the legal and ethical dimensions of nonprofit organizations, and their role in the economy.	Direct student evidence gathered from V521 in Spring 2013 (final exam question)	SSY	Most students met or exceeded expectations but a number of students did not incorporate ethics into their responses	Faculty member will make clearer how ethics permeates the issues Ethics is being considered throughout the program via V600 discussions
	Professionally conducted alumni survey rating the effectiveness of the MPA program in preparing students for each learning outcome on a scale of 1-5	SSY	Overall Nonprofit Management Competency: Alumni 4.37/5 LOC 1: Alumni: 4.3/5 Indicates alumni satisfaction	
	Direct student evidence	To be gathered 2016-17 and every three years thereafter		
	Student exit surveys	Annually starting Spring 2014		
	Professionally conducted alumni and employer survey	Every three years; next in 2015-16		
	Responsible party: MPA Director			

Part IV: Student Learning continued				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
Elective Competency – Nonprofit Management LOC 2 An understanding of and the ability to apply the management tools that will attract and effectively utilize the human and financial capital that supports non-profit organizations.	Direct student evidence gathered from V525 Fall 2012 (a nonprofit profile and assessment).	SSY	Most students met or exceeded expectations, although there was more difficulty with noting trends and using comparative analysis	The faculty member will devote additional class time for using comparative financial analysis
	Professionally conducted alumni survey rating the effectiveness of the MPA program in preparing students for each learning outcome on a scale of 1-5	SSY	LOC 2: Alumni: 4.2/5 Indicates alumni satisfaction	
	Direct student evidence	To be gathered in 2016-17 and every three years thereafter		
	Student exit surveys	Annually starting Spring 2014		
	Professionally conducted alumni and employer survey	Every three years; next in 2015-16		
	Responsible party: MPA Director			

Part IV: Student Learning continued				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
Elective Competency – Nonprofit Management LOC 3 A knowledge of the broad range of nonprofit functional activities, including governance, human resource management, financial resource acquisition and management, strategic planning, communications, and performance measurement.	Direct student evidence gathered from V525 Fall 2012 (professional memo).	SSY	All but one student met or exceeded expectations; the faculty member is satisfied with attainment of the LOC, but questions what our expectations are across the program for grading, and what is “acceptable” work	Committee received explanation from assessment expert on meaning of “meets expectations” etc. and program will include this explanation in the assessment document given to faculty
	Professionally conducted alumni survey rating the effectiveness of the MPA program in preparing students for each learning outcome on a scale of 1-5	SSY	LOC 2: Alumni: 4.6/5 Indicates alumni satisfaction	
	Direct student evidence	To be gathered in 2016-17 and every three years thereafter		
	Student exit surveys	Annually starting Spring 2014		
	Professionally conducted alumni and employer survey	Every three years; next in 2015-16		
Responsible party: MPA Director				

Part IV: Student Learning continued				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
Elective Competency – Policy Analysis Learning Outcome (LOC) 1 Knowledge of substantive topical areas of public policy and an understanding of policy theory, design, implementation, and effectiveness.	Professionally conducted alumni survey rating the effectiveness of the MPA program in preparing students for each learning outcome on a scale of 1-5 Direct student evidence Student exit surveys Professionally conducted alumni and employer survey Responsible party: MPA Director	SSY To be gathered in 2015-16 and every three years thereafter Annually starting Spring 2014 Every three years; next in 2015-16	Overall Policy Analysis Competency: Alumni 4.07/5 LOC 1: Alumni: 4.0/5 Indicates alumni satisfaction	None at this time Reconsider possible actions after collection of student evidence

Part IV: Student Learning continued				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
Elective Competency – Policy Analysis LOC 2 The ability to break problems into components and apply quantitative and qualitative analytic techniques.	Professionally conducted alumni survey rating the effectiveness of the MPA program in preparing students for each learning outcome on a scale of 1-5 Direct student evidence Student exit surveys Professionally conducted alumni and employer survey Responsible party: MPA Director	SSY To be gathered in 2015-16 and every three years thereafter Annually starting Spring 2014 Every three years; next in 2015-16	LOC 2: Alumni: 4.2/5 Indicates alumni satisfaction	None at this time Reconsider possible actions after collection of student evidence

Part IV: Student Learning continued				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
Elective Competency – Policy Analysis LOC 3 The ability to communicate how public policies, laws, programs, and managerial innovations impact participants, governmental entities, and society.	Professionally conducted alumni survey rating the effectiveness of the MPA program in preparing students for each learning outcome on a scale of 1-5 Direct student evidence Student exit surveys Professionally conducted alumni and employer survey Responsible party: MPA Director	SSY To be gathered in 2015-16 and every three years thereafter Annually starting Spring 2014 Every three years; next in 2015-16	LOC 3: Alumni: 4.0/5 Indicates alumni satisfaction	None at this time Reconsider possible actions after collection of student evidence

Part IV: Student Learning continued				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
Elective Competency – Public Financial Administration Learning Outcome (LOC) 1 Familiarity with the basic concepts and nomenclature of public finance.	Professionally conducted alumni survey rating the effectiveness of the MPA program in preparing students for each learning outcome on a scale of 1-5 Direct student evidence Student exit surveys Professionally conducted alumni and employer survey Responsible party: MPA Director	SSY To be gathered in 2015-16 and every three years thereafter Annually starting Spring 2014 Every three years; next in 2015-16	Overall Public Financial Administration Competency: Alumni 4.5/5 LOC 1: Alumni: 4.7/5 Indicates alumni satisfaction	None at this time Reconsider possible actions after collection of student evidence

Part IV: Student Learning continued				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
Elective Competency – Public Financial Administration LOC 2 Knowledge of the nature of the budget process, the uses of public revenues, financial reporting, and management of public debt.	Professionally conducted alumni survey rating the effectiveness of the MPA program in preparing students for each learning outcome on a scale of 1-5 Direct student evidence Student exit surveys Professionally conducted alumni and employer survey Responsible party: MPA Director	SSY To be gathered in 2015-16 and every three years thereafter Annually starting Spring 2014 Every three years; next in 2015-16	LOC 2: Alumni: 4.5/5 Indicates alumni satisfaction	None at this time Reconsider possible actions after collection of student evidence

Part IV: Student Learning continued				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
Elective Competency – Public Financial Administration LOC 3 The ability to apply the analytic and managerial tools necessary for conducting fiscal analysis and financial management.	Professionally conducted alumni survey rating the effectiveness of the MPA program in preparing students for each learning outcome on a scale of 1-5 Direct student evidence Student exit surveys Professionally conducted alumni and employer survey Responsible party: MPA Director	SSY To be gathered in 2015-16 and every three years thereafter Annually starting Spring 2014 Every three years; next in 2015-16	LOC 3: Alumni: 4.3/5 Indicates alumni satisfaction	None at this time Reconsider possible actions after collection of student evidence

Part IV: Student Learning continued				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
<p>Elective Competency – Public Management</p> <p>Learning Outcome (LOC) 1 Knowledge of core public management systems, including public information systems, workforce diversity, contracting and procurement, intergovernmental management, and human resource management systems.</p>	<p>Professionally conducted alumni survey rating the effectiveness of the MPA program in preparing students for each learning outcome on a scale of 1-5</p> <p>Direct student evidence</p> <p>Student exit surveys</p> <p>Professionally conducted alumni and employer survey</p> <p>Responsible party: MPA Director</p>	<p>SSY</p> <p>To be gathered in 2015-16 and every three years thereafter</p> <p>Annually starting Spring 2014</p> <p>Every three years; next in 2015-16</p>	<p>Overall Public Management Competency: Alumni 4.17/5</p> <p>LOC 1: Alumni: 4.3/5</p> <p>Indicates alumni satisfaction</p>	<p>None at this time</p> <p>Reconsider possible actions after collection of student evidence</p>

Part IV: Student Learning continued				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
Elective Competency – Public Management LOC 2 Development of tools and skills to lead people and organizations.	Professionally conducted alumni survey rating the effectiveness of the MPA program in preparing students for each learning outcome on a scale of 1-5 Direct student evidence Student exit surveys Professionally conducted alumni and employer survey Responsible party: MPA Director	SSY To be gathered in 2015-16 and every three years thereafter Annually starting Spring 2014 Every three years; next in 2015-16	LOC 2: Alumni: 4.2/5 Indicates alumni satisfaction	None at this time Reconsider possible actions after collection of student evidence

Part IV: Student Learning continued				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
Elective Competency – Public Management LOC 3 Awareness of and ethical sensitivity to managing in a public context responsive to constitutional and citizen directives, preferences and input.	Professionally conducted alumni survey rating the effectiveness of the MPA program in preparing students for each learning outcome on a scale of 1-5 Direct student evidence Student exit surveys Professionally conducted alumni and employer survey Responsible party: MPA Director	SSY To be gathered in 2015-16 and every three years thereafter Annually starting Spring 2014 Every three years; next in 2015-16	LOC 3: Alumni: 4.0/5 Indicates alumni satisfaction	None at this time Reconsider possible actions after collection of student evidence

Part IV: Student Learning continued				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
Elective Competency – Sustainability and Sustainable Development Learning Outcome (LOC) 1 An ability to examine and evaluate programs and policies with regard to sustainability.	Professionally conducted alumni survey rating the effectiveness of the MPA program in preparing students for each learning outcome on a scale of 1-5 Direct student evidence Student exit surveys Professionally conducted alumni and employer survey Responsible party: MPA Director	SSY To be gathered in 2015-16 and every three years thereafter Annually starting Spring 2014 Every three years; next in 2015-16	Overall Sustainability and Sustainable Development Competency: Alumni 4.1/5 LOC 1: Alumni: 4.2/5 *only 23 respondents	None at this time Reconsider possible actions after collection of student evidence

Part IV: Student Learning continued				
What we are Assessing	Assessment Activity	Timing	Analysis of Results	Action Based on Analysis of Results
Elective Competency – Sustainability and Sustainable Development LOC 2 An understanding of the analytical and management tools that can be used to evaluate sustainability outcomes of proposed environmental, economic, and social initiatives.	Professionally conducted alumni survey rating the effectiveness of the MPA program in preparing students for each learning outcome on a scale of 1-5 Direct student evidence Student exit surveys Professionally conducted alumni and employer survey Responsible party: MPA Director	SSY To be gathered in 2015-16 and every three years thereafter Annually starting Spring 2014 Every three years; next in 2015-16	LOC 2: Alumni: 4.0/5 Indicates alumni satisfaction *only 23 respondents	None at this time Reconsider possible actions after collection of student evidence
END OF MPA PROGRAM ASSESSMENT PLAN				

COMPETENCY AND LEARNING OUTCOME ASSESSMENT TIMELINE

	2012-2013 (SSY)	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020 (SSY)
Competency and Learning Outcome Assessment Methods	<p>Student evidence gathered for competencies 2, 3, 4</p> <p>Student evidence gathered for Nonprofit Management Concentration</p> <p>Alumni and Employer Survey</p>	<p>Student evidence gathered for competencies 1, 5</p> <p>Student Exit Survey</p>	<p>Student evidence gathered for the following concentrations:</p> <p>1.Economic Development</p> <p>2.Energy</p> <p>3.Env Policy and Natural Res Mgmt</p> <p>4.Information Systems</p> <p>5.International Development</p> <p>Student Exit Survey</p>	<p>Student evidence gathered for the following concentrations:</p> <p>1.Local Govt Mgmt</p> <p>2.Nonprofit Mgmt</p> <p>3.Policy Analysis</p> <p>4.Public Financial Admin</p> <p>5.Public Mgmt</p> <p>6.Sustainability and Sust Dev</p> <p>Alumni and Employer Survey</p> <p>Student Exit Survey</p> <p>[review content of mission, goals, values, competencies and LOCs; map]</p>	<p>Student evidence gathered for all universal competencies</p> <p>Student Exit Survey</p>	<p>Student evidence gathered for the following concentrations:</p> <p>1.Economic Development</p> <p>2.Energy</p> <p>3.Env Policy and Natural Res Mgmt</p> <p>4.Information Systems</p> <p>5.International Development</p> <p>Student Exit Survey</p> <p>[review content of mission, goals, values, competencies and LOCs; map]</p>	<p>Student evidence gathered for the following concentrations:</p> <p>1.Local Govt Mgmt</p> <p>2.Nonprofit Mgmt</p> <p>3.Policy Analysis</p> <p>4.Public Financial Admin</p> <p>5.Public Mgmt</p> <p>6.Sustainability and Sust Dev</p> <p>Alumni and Employer Survey</p> <p>Student Exit Survey</p>	<p>Student evidence gathered for all universal competencies</p> <p>Student Exit Survey</p> <p>[review content of mission, goals, values, competencies and LOCs; map]</p>

MPA PROGRAM COMPETENCY AND LEARNING OUTCOME ASSESSMENT MAPS

For the following maps, the program utilized the following definitions:

Introduce (I) – concept is mentioned or briefly discussed

Teach (T) – concept is thoroughly discussed or students are asked to work on concept

Assess (A) – students are asked to demonstrate mastery of concept in an assignment that is evaluated by the instructor

* denotes the instructors hope to Assess this learning outcome in the future

** denotes the instructors sometimes Assess this learning outcome

Core competency courses:

V502: Public Management

V506: Statistical Analysis for Effective Decision-Making

V517: Public Management Economics

V540: Law and Public Affairs

V560: Public Finance and Budgeting

V600: Capstone in Public and Environmental Affairs

Elective competency courses:

E518 Vector Based GIS
E574 Energy Analysis and Markets
V504 Public Organizations
V507 Data Analysis and Modeling for Public Affairs
V515 Sustainable Communities
V516 Public Management Information Systems
V519 Database Management Systems
V521 The Nonprofit and Voluntary Sector
V525 Management in the Nonprofit Sector
V539 Management Science for Public Affairs
V541 Benefit-Cost Analysis of Public and Environmental Policies
V542 Governmental Financial Accounting and Reporting
V561 Public Human Resources Management
V562 Public Program Evaluation
V564 Urban Management
V568 Management of Urban Government Services
V573 Development Economics
V578 Introduction to Comparative and International Affairs
V596 Sustainable Development
V602 Strategic Management of Public and Nonprofit Organizations
V609 Seminar in Revenue Theory and Administration
V622 Seminar in Urban Economic Development
V623 Seminar in Urban Management
V625 Environmental Economics and Policy
V643 Natural Resource Management and Policy
V645 Environmental Law
V652 Managing Workforce Diversity in Public Organizations
V654 Public Program Management and Contracting
V667 Seminar in Public Capital and Debt Theory
V669 Economic Development, Globalization, and Entrepreneurship
V674 Energy Economics and Policy

MPA PROGRAM CORE COMPETENCY AND LEARNING OUTCOME ASSESSMENT MAP

Learning Outcome	V502	V506	V517	V540	V560	V600
Competency #1 To lead and manage in public governance						
1. To analyze situations that involve interaction between the public, nonprofit, and private sectors.	T		A	A	A	
2. To use theory and models of organizational behavior, while taking into consideration the political, institutional, legal, and ethical context and other environmental constraints.	A				A	
3. To discern the impact of leadership styles and cultural values on organizational operations.	A			I		
4. To appropriately apply strategic decision making techniques and models.	I	I	A	A	A	
Competency #2 To participate in and contribute to the policy process						
1. To identify the structure, function, and similarities and differences between the public, nonprofit, and private sectors, the legal frameworks in which the sectors operate, and how each sector affects the public policy process.	A			A	T	
2. To utilize the results of appropriate quantitative or qualitative methods to inform decision making and improve the policy process.		A	A	A	A	A
3. To effectively identify stakeholders and develop strategies to collaborate with them.	T (2 out of 3 A)	I			A*	A
Competency #3 To analyze, synthesize, think critically, solve problems and make decisions						
1. To collect, analyze, interpret, and present data using appropriate models and methods.		A	I		A	A
2. To apply critical thinking skills to contribute to the resolution of public problems.	A	(4 out of 5 A)	A	A	A	(5 out of 6 A)
Competency #4 To articulate and apply a public service perspective						
1. To recognize legal, political, economic, and cultural constraints on policy formation and program administration.	A		I	A	A	
2. To develop the knowledge and skills necessary to take personal responsibility for performing one's work in an ethical and professional manner.	I	I		A	A	T
Competency #5 To communicate and interact productively with a diverse and changing workforce and citizenry						
1. To communicate effectively with an understanding of diverse institutional and cultural norms.	(2 out of 3 A)			A		A**
2. To work effectively in a diverse team and deal effectively with conflict.	T (2 out of 3 A)	I		T	T	A**

MPA PROGRAM ELECTIVE COMPETENCY AND LEARNING OUTCOME ASSESSMENT MAPS

Learning Outcome	V622	V669
Economic Development: To formulate and implement strategies to improve the economic performance and quality of life in communities, cities, and regions in the U.S. and throughout the world.		
1. Knowledge of the main theories, frameworks, and illustrative case studies of economic development.	A	A
2. Ability to apply quantitative and qualitative techniques to analyze economic development needs and opportunities.	A	A
3. Ability to formulate and implement development policies appropriate to specific locational context.	A	A

Learning Outcome	E574	V674
Energy: To contribute in the areas of energy generation, use and impact, focusing on energy policies, behaviors, and technologies and their socioeconomic and environmental consequences.		
1. An understanding of current energy policies and technologies, the socioeconomic and environmental consequences of these technologies and policies, and the life cycle and economics of energy resources, production, and consumption.	A	A
2. Knowledge of, and the ability to apply, analytic and management approaches to energy conservation and sustainability, including the tools and techniques for mitigating carbon emissions, new ways to diversify the energy sector, and the development of innovative energy technologies.	A	A

Learning Outcome	V625	V643	V645
Environmental Policy and Natural Resource Management: To participate effectively in the development and implementation of environmental and natural resource policy, and the management of organizations involved with these activities.			
1. Knowledge of the scientific, political, policy, and legal contexts in which environmental and natural resource management and policy issues arise.	A	A	A
2. An understanding of, and the ability to apply, analytical, managerial, scientific, and legal tools essential to policy development and implementation and the management of environmental and natural resource programs and activities.	A	A	A

Learning Outcome	E518	V516	V519
Information Systems: To formulate and assess technology relevant policy, management practice, and information systems designs to support achieving core agency goals and objectives.			
1. To design, implement, use and evaluate information systems including databases, websites, geospatial systems and decision support systems in support of organizational and client/citizen needs.	A	A	A
2. An understanding of the legal and ethical mandates related to information and information technology that govern public and private organizations in the U.S.	A		

Learning Outcome	V573	V578	V669
International Development: To understand the challenges and opportunities for the advancement of developing countries, including economic and political development; and to effectively design, implement and evaluate international development programs.			
1. To understand and apply the political and economic theories of international development, development assistance, entrepreneurial development and state building.	A	A	A
2. The ability to use key tools needed in the international development sector, including quantitative and qualitative methods, cost-benefit analysis, feasibility assessment, social impact study, and monitoring and evaluation.	A	A	A

Learning Outcome	V542	V561	V564	V568	V623
Local Government Management: Mastery of management, leadership, analytical, and quantitative skills recognized as necessary for success in local government.					
1. Knowledge of service delivery systems and the ability to apply performance criteria to measure the effectiveness of local government organizations.		A	A	A	A
2. An understanding of the roles of elected officials, community leaders, and citizens in developing a policy agenda to achieve common community goals.					A
3. Knowledge of the broad range of local functional activities, including: budget and program analysis, human resource management, technology utilization, community and strategic planning, sustainability issues, and community development.	A	A	A		

Learning Outcome	V521	V525
Nonprofit Management: To effectively manage and lead nonprofit organizations through a broad grounding in the legal structure and functions of nonprofits, and to apply the analytic and managerial tools that support effective nonprofit operation around the world.		
1. An ability to define the legal and ethical dimensions of nonprofit organizations, and their role in the economy.	A	A
2. An understanding of and the ability to apply the management tools that will attract and effectively utilize the human and financial capital that supports non-profit organizations.	A	A
3. A knowledge of the broad range of nonprofit functional activities, including governance, human resource management, financial resource acquisition and management, strategic planning, communications, and performance measurement.	A	A

Learning Outcome	V507	V539	V541	V562
Policy Analysis: To inform public policies and processes by providing accurate and actionable research and information designed to address problems, balancing considerations of efficiency and equity.				
1. Knowledge of substantive topical areas of public policy and an understanding of policy theory, design, implementation, and effectiveness.				A
2. The ability to break problems into components and apply quantitative and qualitative analytic techniques.	A	A	A	A
3. The ability to communicate how public policies, laws, programs, and managerial innovations impact participants, governmental entities, and society.	A	A	A	A

Learning Outcome	V541	V542	V609	V667
Public Financial Management: The theory and practice of raising public revenue, allocating resources through the budgeting process, and managing public assets and other fiscal resources.				
1. Familiarity with the basic concepts and nomenclature of public finance.				A
2. Knowledge of the nature of the budget process, the uses of public revenues, financial reporting, and management of public debt.		A		A
3. The ability to apply the analytic and managerial tools necessary for conducting fiscal analysis and financial management.	A	A	A	A

Learning Outcome	V504	V602	V652	V654
Public Management: To manage and lead using knowledge, systems, skills and tools for effectively pursuing the missions of public organizations. Special emphasis is given to inter-organizational facets of government, including networking and collaboration and public-private partnerships.				
1. Knowledge of core public management systems, including public information systems, workforce diversity, contracting and procurement, intergovernmental management, and human resource management systems.				A
2. Development of tools and skills to lead people and organizations.	A		A	A
3. Awareness of and ethical sensitivity to managing in a public context responsive to constitutional and citizen directives, preferences and input.				

Learning Outcome	V515	V596
Sustainability and Sustainable Development: To understand and explain sustainability and sustainable development and integrate sustainability concepts into initiatives and programs using analytical and management tools.		
1. An ability to examine and evaluate programs and policies with regard to sustainability.	A	A
2. An understanding of the analytical and management tools that can be used to evaluate sustainability outcomes of proposed environmental, economic, and social initiatives.	A	A