

Competency	Assessment Method	Criteria/Measures	Responsibility	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Mission-Specific Required Competency										
To assess and evaluate multiple sources of information in order to analyze public problems and propose evidence-based solutions	Student performance on Post-Instructional Portfolio Assignment (PPA 501, PPA 502, PPA 503), written work assessment (PPA 501, PPA 502, PPA 503), and capstone project (PPA 600)	More than 75% of students will receive an overall satisfactory score (3 or 4 on a four-point scale) on the rubric designed for this outcome	Assessment Committee, Assessment Coordinator, MPA Chair, Program Faculty	X	X			X		
Mission-Specific Required Competency: Human Resource Management										
Understand human behavior in the workplace	Student performance on Post-Instructional Portfolio Assignment (PPA 551) and written work assessment (PPA 551, PPA 552, PPA 553)	More than 75% of students will receive an overall satisfactory score (3 or 4 on a four-point scale) on the rubric designed for this outcome	Assessment Committee, Assessment Coordinator, MPA Chair, Program Faculty	X			X			
Develop skills for managing human behavior within the context of diverse organizations	Student performance on Post-Instructional Portfolio Assignment (PPA 552, PPA553) and written work assessment (PPA 551, PPA 552, PPA 553)	More than 75% of students will receive an overall satisfactory score (3 or 4 on a four-point scale) on the rubric designed for this outcome	Assessment Committee, Assessment Coordinator, MPA Chair, Program Faculty		X				X	
Provide skills and knowledge to effectively guide the organization, serve internal and external customers, and leverage and develop strategic competencies	Student performance on Post-Instructional Portfolio Assignment (PPA 554), written work assessment (PPA 552, PPA 553, PPA 554), and capstone project (PPA 600)	More than 75% of students will receive an overall satisfactory score (3 or 4 on a four-point scale) on the rubric designed for this outcome	Assessment Committee, Assessment Coordinator, MPA Chair, Program Faculty			X				X
Mission-Specific Required Competency: Nonprofit Administration										
Develop skills and knowledge to form and manage nonprofit organization	Student performance on Post-Instructional Portfolio Assignment (PPA 531) and written work assessment (PPA 531, PPA 533, PPA 535)	More than 75% of students will receive an overall satisfactory score (3 or 4 on a four-point scale) on the rubric designed for this outcome	Assessment Committee, Assessment Coordinator, MPA Chair, Program Faculty			X			X	
Develop nonprofit fundraising and financial management skills	Student performance on Post-Instructional Portfolio Assignment (PPA 533) and written work assessment (PPA 531, PPA 533)	More than 75% of students will receive an overall satisfactory score (3 or 4 on a four-point scale) on the rubric designed for this outcome	Assessment Committee, Assessment Coordinator, MPA Chair, Program Faculty		X			X		
To understand and apply the process of strategic planning as it relates to nonprofit administration	Student performance on Post-Instructional Portfolio Assignment (PPA 535), written work assessment (PPA 531, PPA 535) and capstone project (PPA 600)	More than 75% of students will receive an overall satisfactory score (3 or 4 on a four-point scale) on the rubric designed for this outcome	Assessment Committee, Assessment Coordinator, MPA Chair, Program Faculty	X			X			X

MPA Assessment Plan Table: Detail for Universal Required Competency #3: To analyze, synthesize, think critically, solve problems, and make decisions

Operational definition: the ability to evaluate and synthesize information in order to propose solutions for public problems, think critically by demonstrating both procedural and conceptual knowledge, analyze data using a variety of research methods, and make evidence-based and ethical decisions regarding public policy and organizational outcomes

Component	Learning Outcome	Assessment Method	Criteria	Evidence Collected	Analysis of Evidence	Action: Closing the Feedback Loop
To evaluate and synthesize information to propose solutions for public problem:	a) <i>Synthesize, integrate and apply public administration theories and concepts to cases arising in the public sector</i>	Direct measure: Student performance on Post-Instructional Portfolio Assignment (PPA 503), written work assessment (PPA 503), and capstone project (PPA 600) Indirect measure: Student perception of improvement using self-assessment tool (PPA 500, PPA 600)	Direct measure: More than 75% of students will receive an overall satisfactory score (3 or 4 on a four-point scale) on the rubric designed for this outcome Indirect measure: More than 75% of students on average will select either a 4 or a 5 (on a 5-point scale) for items related to this outcome on the Final Skills Self-Assessment	Direct measure: On average, 77% of students scored a 3 or better using a rubric with a four point scale on a range of student artifacts collected throughout the year Indirect measure: 82% of students selected a 4 or better for this universal required competency on the Final Skills Self-Assessment	Direct measure: Even though we are exceeding in this goal, scores were higher in PPA 503 than PPPA 500 (the gateway course). Faculty would like to see performance improve both in PPA 500 and overall for this learning outcome. Indirect measure: Faculty found the assessment results were not precise enough with respect to the component parts of the competency to link the results to actions related to improving student learning.	Direct measure: Rather than writing an essay describing the nature of public service (a previous course requirement for PPA 500), students are now required to leverage their understanding of public service values to evaluate how well a real world public organization adheres to those ideals. In addition students evaluate each other's work on this assignment. Indirect measure: The assessment committee revised the self-assessment instrument and the new tool will administered in Fall 2013 and Spring 2014. Results will be analyzed to determine if the tool allows for more precise assessment.
	b) <i>Assess and evaluate multiple sources of information in order to analyze public problems and propose evidence-based solutions</i>	Direct measure: Student performance on Post-Instructional Portfolio Assignment (PPA 501, PPA 502), written work assessment (PPA 501, PPA 502), and capstone project (PPA 600) Indirect measure: Student perception of improvement using self-assessment tool (PPA 500, PPA 600)	Direct measure: More than 75% of students will receive an overall satisfactory score (3 or 4 on a four-point scale) on the rubric designed for this outcome Indirect measure: More than 75% of students on average will select either a 4 or a 5 (on a 5-point scale) for items related to this outcome on the Final Skills Self-Assessment	Direct measure: On average, 82% of students scored a 3 or better using a rubric with a four-point scale on a range of student artifacts collected throughout the year Indirect measure: 82% of students selected a 4 or better for this universal required competency on the Final Skills Self-Assessment	Direct measure: We are exceeding our goal in this area, but it is important to note that this is related to a mission-specific required competency of information literacy. In other words, we have been invested as a program in this outcome for quite some time, so this score is not surprising. Indirect measure: Faculty found the assessment results were not precise enough with respect to the component parts of the competency to link the results to actions related to improving student learning.	Direct measure: Faculty will continue to monitor this outcome and consider additional strategies for improving outcomes. Indirect measure: The assessment committee revised the self-assessment instrument and the new tool will administered in Fall 2013 and Spring 2014. Results will be analyzed to determine if the tool allows for more precise assessment.
To think critically by demonstrating both procedural and conceptual knowledge:	a) <i>Demonstrate familiarity with a body of knowledge and establish credibility, show the path of prior research and how a current project is linked to it, and integrate and summarize what is known in an area</i>	Direct measure: Student performance on Post-Instructional Portfolio Assignment (PPA 501, PPA 502), written work assessment (PPA 501, PPA 502), and capstone project (PPA 600) Indirect measure: Student perception of improvement using self-assessment tool (PPA 500, PPA 600)	Direct measure: More than 75% of students will receive an overall satisfactory score (3 or 4 on a four-point scale) on the rubric designed for this outcome Indirect measure: More than 75% of students on average will select either a 4 or a 5 (on a 5-point scale) for items related to this outcome on the Final Skills Self-Assessment	Direct measure: On average, 82% of students scored a 3 or better using a rubric with a four-point scale on a range of student artifacts collected throughout the year Indirect measure: 82% of students selected a 4 or better for this universal required competency on the Final Skills Self-Assessment	Direct measure: We are exceeding our goals in this area, but this is the result of intentional efforts to improve it since this was a former area of weakness (see next cell). Indirect measure: Faculty found the assessment results were not precise enough with respect to the component parts of the competency to link the results to actions related to improving student learning.	Direct measure: This is an area which we have focused on improving in recent years. Our students had not met the goal for this area (broadly defined as critical thinking and information literacy) in past years and we focused on specific strategies to improve student learning outcomes. In PPA 501, we added a specific module on literature reviews and developed a formative assessment process (revise and resubmit) that includes peer editing as a way of having students engage more intentionally with this process. These results encourage us to continue to this practice and to consider applying it to other courses. Indirect measure: The assessment committee revised the self-assessment instrument and the new tool will administered in Fall 2013 and Spring 2014. Results will be analyzed to determine if the tool allows for more precise assessment.

Component	Learning Outcome	Assessment Method	Criteria	Evidence Collected	Analysis of Evidence	Action: Closing the Feedback Loop
To demonstrate the ability to analyze data using a variety of research methods	<i>b) Distinguish between output and outcome measures in performance budgeting and understand the relationship between budgeting and performance measures</i>	<p>Direct measure: Student performance on Post-Instructional Portfolio Assignment (PPA 503), written work assessment (PPA 503), and capstone project (PPA 600)</p> <p>Indirect measure: Student perception of improvement using self-assessment tool (PPA 500, PPA 600)</p>	<p>Direct measure: More than 75% of students will receive an overall satisfactory score (3 or 4 on a four-point scale) on the rubric designed for this outcome</p> <p>Indirect measure: More than 75% of students on average will select either a 4 or a 5 (on a 5-point scale) for items related to this outcome on the Final Skills Self-Assessment</p>	<p>Direct measure: On average, 80% of students scored a 3 or better using a rubric with a four point scale on a range of student artifacts collected throughout the year</p> <p>Indirect measure: 82% of students selected a 4 or better for this universal required competency on the Final Skills Self-Assessment</p>	<p>Direct measure: Students are exceeding the goal for this area and the artifacts reviewed met expectations.</p> <p>Indirect measure: Faculty found the assessment results were not precise enough with respect to the component parts of the competency to link the results to actions related to improving student learning.</p>	<p>Direct measure: Faculty will continue to monitor this outcome and consider additional strategies for improving outcomes.</p> <p>Indirect measure: The assessment committee revised the self-assessment instrument and the new tool will administered in Fall 2013 and Spring 2014. Results will be analyzed to determine if the tool allows for more precise assessment.</p>
	<i>a) Develop an understanding of causation, research design, conceptualization and measurement, operationalize, and research models</i>	<p>Direct measure: Student performance on Post-Instructional Portfolio Assignment (PPA 501, PPA 502), written work assessment (PPA 501, PPA 502), and capstone project (PPA 600)</p> <p>Indirect measure: Student perception of improvement using self-assessment tool (PPA 500, PPA 600)</p>	<p>Direct measure: More than 75% of students will receive an overall satisfactory score (3 or 4 on a four-point scale) on the rubric designed for this outcome</p> <p>Indirect measure: More than 75% of students on average will select either a 4 or a 5 (on a 5-point scale) for items related to this outcome on the Final Skills Self-Assessment</p>	<p>Direct measure: On average, 82% of students scored a 3 or better using a rubric with a four-point scale on a range of student artifacts collected throughout the year</p> <p>Indirect measure: 82% of students selected a 4 or better for this universal required competency on the Final Skills Self-Assessment</p>	<p>Direct measure: Students are exceeding the goal for this area and the artifacts reviewed met expectations.</p> <p>Indirect measure: Faculty found the assessment results were not precise enough with respect to the component parts of the competency to link the results to actions related to improving student learning.</p>	<p>Direct measure: In the past year in PPA 501, faculty have added the requirement that students work in research groups to develop a survey instrument for a specific research question in order to further hone these skills.</p> <p>Indirect measure: The assessment committee revised the self-assessment instrument and the new tool will administered in Fall 2013 and Spring 2014. Results will be analyzed to determine if the tool allows for more precise assessment.</p>
	<i>b) Master fundamental statistical skills and concepts and appropriately apply methodological tools and techniques for data analysis</i>	<p>Direct measure: Student performance on Post-Instructional Portfolio Assignment (PPA 501, PPA 502), written work assessment (PPA 501, PPA 502), and capstone project (PPA 600)</p> <p>Indirect measure: Student perception of improvement using self-assessment tool (PPA 500, PPA 600)</p>	<p>Direct measure: More than 75% of students will receive an overall satisfactory score (3 or 4 on a four-point scale) on the rubric designed for this outcome</p> <p>Indirect measure: More than 75% of students on average will select either a 4 or a 5 (on a 5-point scale) for items related to this outcome on the Final Skills Self-Assessment</p>	<p>Direct measure: On average, 79% of students scored a 3 or better using a rubric with a four-point scale on a range of student artifacts collected throughout the year</p> <p>Indirect measure: 82% of students selected a 4 or better for this universal required competency on the Final Skills Self-Assessment</p>	<p>Direct measure: Students are exceeding the goal for this area, however the scores were higher in PPA 501 than PPA 502.</p> <p>Indirect measure: Faculty found the assessment results were not precise enough with respect to the component parts of the competency to link the results to actions related to improving student learning.</p>	<p>Direct measure: A discussion of the score disparity between PPA 501 and PPA 502 for this outcome revealed that some students had not taken PPA 501 before PPA 502, despite strong encouragement from their advisor to take PPA 501 first. The department has decided to make PPA 501 a prerequisite for PPA 502 in order to ensure that students have the skills they need to succeed in PPA 502. Faculty are submitting the appropriate paperwork to the university's curriculum committee in Fall 2013.</p> <p>Indirect measure: The assessment committee revised the self-assessment instrument and the new tool will administered in Fall 2013 and Spring 2014. Results will be analyzed to determine if the tool allows for more precise assessment.</p>

Component	Learning Outcome	Assessment Method	Criteria	Evidence Collected	Analysis of Evidence	Action: Closing the Feedback Loop
To demonstrate the ability to make evidence-based and ethical decisions regarding public policy and organizational outcomes	<i>a) Prepare an appropriate evaluation plan to assess the implementation and effectiveness of a policy or decision and understand how to use evaluation results to anticipate or improve policy outcomes</i>	<p>Direct measure: Student performance on Post-Instructional Portfolio Assignment (PPA 502), written work assessment (PPA 502), and capstone project (PPA 600)</p> <p>Indirect measure: Student perception of improvement using self-assessment tool (PPA 500, PPA 600)</p>	<p>Direct measure: More than 75% of students will receive an overall satisfactory score (3 or 4 on a four-point scale) on the rubric designed for this outcome</p> <p>Indirect measure: More than 75% of students on average will select either a 4 or a 5 (on a 5-point scale) for items related to this outcome on the Final Skills Self-Assessment</p>	<p>Direct measure: On average, 76% of students scored a 3 or better using a rubric with a four-point scale on a range of student artifacts collected throughout the year</p> <p>Indirect measure: 82% of students selected a 4 or better for this universal required competency on the Final Skills Self-Assessment</p>	<p>Direct measure: While students are exceeding the goal for this element, the faculty member who teaches the course wants to improve student performance on this measure.</p> <p>Indirect measure: Faculty found the assessment results were not precise enough with respect to the component parts of the competency to link the results to actions related to improving student learning.</p>	<p>Direct measure: For PPA 502, students are now required, as part of their evaluation proposal assignment, to submit a logic model, data collection plan, and ToR.</p> <p>Indirect measure: The assessment committee revised the self-assessment instrument and the new tool will administered in Fall 2013 and Spring 2014. Results will be analyzed to determine if the tool allows for more precise assessment.</p>
	<i>b) Demonstrate an ability to identify ethical/critical dilemmas, thoughtfully reflect on various decision paths, and ultimately make a decision based on sound ethical standards</i>	<p>Direct measure: Student performance on Post-Instructional Portfolio Assignment (PPA 502, PPA 503), written work assessment (PPA 502, PPA 503), and capstone project (PPA 600)</p> <p>Indirect measure: Student perception of improvement using self-assessment tool (PPA 500, PPA 600)</p>	<p>Direct measure: More than 75% of students will receive an overall satisfactory score (3 or 4 on a four-point scale) on the rubric designed for this outcome</p> <p>Indirect measure: More than 75% of students on average will select either a 4 or a 5 (on a 5-point scale) for items related to this outcome on the Final Skills Self-Assessment</p>	<p>Direct measure: On average, 74% of students scored a 3 or better using a rubric with a four-point scale on a range of student artifacts collected throughout the year</p> <p>Indirect measure: 82% of students selected a 4 or better for this universal required competency on the Final Skills Self-Assessment</p>	<p>Direct measure: Although the average score for this area was 74%, just shy of our goal, the scores were the lowest for the PPA 500 artifacts.</p> <p>Indirect measure: Faculty found the assessment results were not precise enough with respect to the component parts of the competency to link the results to actions related to improving student learning.</p>	<p>Direct measure: For PPA 500, students now complete a strategic case study assessment specifically geared to this learning outcome. The case they select for analysis is the same case they have to analyze in PPA 600, the capstone course. As our newer cohorts complete the program, we will be able to compare their analysis of their case in the gateway course (PPA 500) to their analysis of the their case in the culminating course (PPA 600).</p> <p>Indirect measure: The assessment committee revised the self-assessment instrument and the new tool will administered in Fall 2013 and Spring 2014. Results will be analyzed to determine if the tool allows for more precise assessment.</p>

MPA Assessment Plan Table: Detail for Mission-Specific Required Competency: To assess and evaluate multiple sources of information in order to analyze public problems and propose evidence-based solutions.

Learning Outcome	Assessment Method	Criteria	Evidence Collected	Analysis of Evidence	Action: Closing the Feedback Loop
a) Assess and evaluate multiple sources of information in order to analyze public problems and propose evidence-based solutions	Student performance on Post-Instructional Portfolio Assignment (PPA 501, PPA 502), written work assessment (PPA 501, PPA 502), and capstone project (PPA 600)	More than 75% of students will receive an overall satisfactory score (3 or 4 on a four-point scale) on the rubric designed for this outcome	82% of students scored a 3 or better using a rubric with a four-point scale on a range of student artifacts collected throughout the year	We are exceeding our goal in this area, but it is important to note that because this is a mission-specific required competency we have been invested as a program in this outcome for quite some time.	Faculty will continue to monitor this outcome and consider additional strategies for improving outcomes.
b) Apply conceptual knowledge to identify assumptions, make logical inferences, identify defective logical inferences, and reach reasonable conclusions	Student performance on Post-Instructional Portfolio Assignment (PPA 501, PPA 502), written work assessment (PPA 501, PPA 502), and capstone project (PPA 600)	More than 75% of students will receive an overall satisfactory score (3 or 4 on a four-point scale) on the rubric designed for this outcome	84% of students scored a 3 or better using a rubric with a four point scale on a range of student artifacts collected throughout the year	We are exceeding our goals in this area, but this is the result of intentional efforts to improve it since this was a former area of weakness (see next cell).	This is an area which we have focused on improving in recent years. Our students had not met the goal for this area (broadly defined as critical thinking and information literacy) in past years and we focused on specific strategies to improve student learning outcomes. In PPA 501, we added a specific module on literature reviews and developed a formative assessment process (revise and resubmit) that includes peer editing as a way of having students engage more intentionally with this process. These results encourage us to continue to this practice and to consider applying it to other courses.
c) Apply procedural knowledge to unpack complex problems into constituent parts, identify reliable problem-solving methods, and accurately apply problem-solving methods	Student performance on Post-Instructional Portfolio Assignment (PPA 503), written work assessment (PPA 503), and capstone project (PPA 600)	More than 75% of students will receive an overall satisfactory score (3 or 4 on a four-point scale) on the rubric designed for this outcome	84% of students scored a 3 or better using a rubric with a four point scale on a range of student artifacts collected throughout the year	Students are exceeding the goal for this area and the artifacts reviewed met expectations.	Faculty will continue to monitor this outcome and consider additional strategies for improving outcomes.

MPA Assessment Plan Table: Detail for Mission-Specific Elective Competency: To understand and apply the process of strategic planning as it relates to nonprofit administration

Learning Outcome	Assessment Method	Criteria	Evidence Collected	Analysis of Evidence	Action: Closing the Feedback Loop
<p>a) Develop a framework by which to understand and be able to apply the concept of strategy to the leadership and management of a public sector organization</p>	<p>Student performance on Post-Instructional Portfolio Assignment (PPA 535), written work assessment (PPA 531, PPA 535), and capstone project (PPA 600)</p>	<p>More than 75% of students will receive an overall satisfactory score (3 or 4 on a four-point scale) on the rubric designed for this outcome</p>	<p>71% of students scored a 3 or better using a rubric with a four point scale on a range of student artifacts collected throughout the year</p>	<p>Student performance has not met expectations in this area. Students do not appear to have a consistently strong grasp of the concept of strategy as it applies to leading and managing in a public sector organization.</p>	<p>Faculty re-examined the required courses for the nonprofit concentration and developed a new course, PPA 535 (Strategic Management for Nonprofit Organizations), which is now required for students in the nonprofit concentration. This course replaced an evaluation course since students are already getting those skills in PPA 502. The course specifically addresses the key areas of this competency and it is our hope that this curricular change will improve student learning outcomes in this area.</p>
<p>b) Understand and be able to analyze the components of strategic management in the context of public sector organizations, including the fundamental elements of each component's focus and practice, and how each contributes to the performance of the organization</p>	<p>Student performance on Post-Instructional Portfolio Assignment (PPA 535), written work assessment (PPA 531, PPA 535), and capstone project (PPA 600)</p>	<p>More than 75% of students will receive an overall satisfactory score (3 or 4 on a four-point scale) on the rubric designed for this outcome</p>	<p>68% of students scored a 3 or better using a rubric with a four point scale on a range of student artifacts collected throughout the year</p>	<p>Student performance has not met expectations in this area. Students are not consistently able to analyze and apply elements of strategic management</p>	<p>Faculty re-examined the required courses for the nonprofit concentration and developed a new course, PPA 535 (Strategic Management for Nonprofit Organizations), which is now required for students in the nonprofit concentration. This course replaced an evaluation course since students are already getting those skills in PPA 502. The course specifically addresses the key areas of this competency and it is our hope that this curricular change will improve student learning outcomes in this area.</p>