University of North Carolina Wilmington
Master of Public Administration (MPA) Program

MPA Program Assessment Plan:

2012 - 2017

Our Mission:

Advancing effective public governance in southeastern North Carolina and beyond through the education of future leaders, relevant research, and a commitment to service that strengthens communities.

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The Commission on Peer Review & Accreditation

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About This Assessment Plan

The *MPA Program's Assessment Plan: 2012 – 2017* replaces our previous plan adopted in October 2008. It describes our on-going and planned assessment activities conducted pursuant to the accreditation standards of the National Association of Schools of Public Affairs and Administration's (NASPAA's) and the Southern Association of Colleges and Schools (SACS).

The *Assessment Plan* is organized into several sections. The first describes our commitment to mission driven assessment. It begins by discussing the development of our current mission statement and the public values reflected by our deliberate use of terminology. It then summarizes our student learning outcomes (i.e., learning competencies) and their relationship to our mission statement. It then discusses the relationship how our concentrations reflect our mission statement and the specific learning outcomes expected of students in each concentration. The section concludes by describing our program outcomes that reflect UNCW's strategic goals, NASPAA's accreditation standards, and our mission statement and the public values it reflects.

The second section describes our commitment to managing our program strategically. This is accomplished through our commitment to an ongoing set of monitoring and assessment activities. The section describes the different assessment methods used to collect data. It then describes how these data are managed and analyzed and the different reporting processes that ensure our data is communicated to our stakeholders.

The document concludes with series of Appendices. Appendix A describes the student learning competencies and their coverage in core, skill-based electives and elective courses. It also describes the indicators used to assess the competencies (components of the rubric), the evidence collected, timing for assessment, and the general analysis and reporting process. Appendix B describes all of our program outcomes and their linkage to the MPA mission, NASPAA accreditation standards, and UNCW's Strategic Goals. It also describes the data collected and monitored along with our outcome measures or goals and the general analysis and reporting processes. Appendix C presents the learning outcome assessment schedule and the timing for assessing the core competencies, concentration competencies, and the assessment tools in use each academic year. Appendix D contains the rubrics used in our assessment of student learning competencies.

Mission Driven Assessment

The MPA program's curriculum conforms to the accreditation standards of the National Association of Schools of Public Affairs and Administration's (NASPAA's). These standards are "mission-driven" and recognize that the curriculum of each MPA Program reflect its mission. Our original mission statement was developed in 2002 after considerable input from MPA students, MPA faculty, and our MPA Community Advisory Board. The mission committed us to providing an interdisciplinary terminal professional degree designed to:

- Provide a broad education for individuals expecting to enter government and nonprofit institutions and who aspire to management positions;
- Enhance the capabilities and performance of those individuals currently in management positions in southeastern North Carolina;
- Produce relevant public administration research; and,
- Provide active public service aimed at the support and improvement of public administration and nonprofit management in southeastern North Carolina.

In June 2009, the MPA faculty embarked on a strategic planning process triggered by the confluence of events. Our MPA program had been existence for nearly 10 years and it was time to start thinking about our future and begin laying the foundation for our next 10 years. Our enrollments had grown to around 75 students. We had a growing base of over 150 alumni, some of whom were beginning to work their way up the career ladder and assume leadership positions. At the same time, the financial crisis combined with state budget cuts, tuition increases, and pressure to grow enrollments created strategic issues we needed to consider. We had agreed to host SECoPA 2010 in Wilmington. We had just completed our first assessment report pursuant to UNCW's accreditation by the Southern Association of Colleges and Schools (SACS). NASPAA was in the process of finalizing its new accreditation standards, which would require us to specify additional learning and program outcomes. These and other events created the backdrop for a series of half and full day retreats supplemented with discussions at numerous faculty meetings over the last three years. During this process we examined all aspects of our program to assess the extent to which we were achieving our mission and to better identify the program outcomes we wanted to achieve and the student learning competencies that we want our students to possess so that they are capable of assuming leadership positions in public and nonprofit organizations in southeastern NC and beyond.

One product of these discussions is our revised *Assessment Plan*, which contains an expanded set of learning competencies, a more comprehensive set of program outcomes, an expanded set of assessment methods (being phased in over the next few years), and rubrics to improve the assessment of student learning. We developed an expanded *Student Handbook* to clearly describe the policies and procedures that guide our program. We revised and updated our *Diversity Plan* to ensure we achieve these important program outcomes. During the three years of discussions that produced these materials we periodically sought input from our students, alumni, and Community Advisory Board when it came to the development and adoption of our

learning competencies, program outcomes, diversity plan, and the revised mission statement (discussed below). We also report on our assessment results on a semi-annual basis during our Community Advisory Board meetings and discuss how to respond to issues that arise from these data.

Perhaps the most significant product of our discussions was the formulation of a new mission statement. While we recognized early in our planning that there was the need to revise our mission statement, the process began in earnest with a brain-storming session with our Community Advisory Board in October 2011, which also involved our current students and alumni. This was followed by an effort to solicit input from our current students as well as our alumni. The faculty member leading the effort combined the input and produced a draft mission statement that captured the essence of the input. After a faculty discussion and revision of the draft, we adopted our revised mission statement in March 2012:

> *Advancing effective public governance in southeastern North Carolina and beyond through the education of future leaders, relevant research, and a commitment to service that strengthens communities. (Adopted 3/28/12)*

While the new mission statement is considerably shorter, the changes were not intended to reflect any fundamental changes in our mission. It remains focused on the needs of public and nonprofit organizations located in Southeastern NC but recognizes that some of these students will seek employment at the federal, state, and local levels outside UNCW's service region. We also remain committed to serving both pre-service as well as in-service students. Instead, the revised wording is intended to make deliberate use of terminology that better reflects and reiterates the core public service values embraced by our program and reflected in our student learning competencies and program outcomes.

One focus of our mission is "advancing effective public governance". Use of the phrase "public governance" reflects our public service values of inclusiveness, shared power and responsibility, public deliberation, consideration of different values and perspectives, and the importance of being a good steward with public resources. It also reflects our desire to enable our students to work effectively in policy and management settings and to manage and facilitate participative processes that involve diverse public and private sector actors. Accordingly, it is important to expose our students to diverse views in the classroom and for our students to interact with professionals inside and outside the classroom to expose our students to individuals who can model desired public service values.

Our use of the term "future leader" is also deliberate. We have always focused on serving the educational needs of both pre-service students and in-service professionals who seek to advance their careers. We want our students, both pre-service and in-service, to aspire to be leaders in their communities. This requires developing critical thinking skills and aspiring to do the "right" thing rather than just do things right. Finally, our use of the phrase "commitment to service that strengthens communities" reflects our desire to develop students who not only want to be effective managers, but who also are committed to strengthening the broad array of community institutions through their service. It also illustrates our faculty's commitment to strengthening our community through efforts including, but not limited to:

- Academic and applied research that advances our understanding of effective public governance and stronger communities and institutions;
- Modeling public service values through service to our communities and profession;
- Utilizing class service projects, capstone projects, internships, and other fellowships to benefit and strengthen community organizations in various ways;
- Encouraging our students to volunteer and get involved in community programs to advance their commitment to public service and share these values with others in our community;
- Training current and future community leaders through the Academy of Strategic Management and QENO to build capacity on the public and nonprofit organizations in our community;
- Grant and contract work that helps community organizations develop more effective policies and programs that allows them to be better stewards of our community resources.
- Supporting other organizations like QENO, SENCASPA, and the Stewardship Development Coalition whose efforts strengthen our communities as well.

While our new mission statement is considerably more concise, we believe it more accurately reflects the public service values that have guided our program since its inception in 2001. It also better reflects our student learning outcomes and program outcomes summarized in the following sections. Thus, the implementation of this *Assessment Plan* will ensure we remain focused on achieving our mission.

Student Learning Outcomes

NASPAA's accreditation standards in 2009 focus on ensuring that all MPA students graduating from an accredited program demonstrate the ability:

- To lead and manage in public governance;
- To participate in and contribute to the policy process;
- To analyze, synthesize, think critically, solve problems, and make decisions;
- To articulate and apply a public values perspective;
- To communicate and interact productively with a diverse and changing workforce and citizenry

Rather than attempt to map our current curriculum onto the new NASPAA standards, the MPA faculty used the new standards as an opportunity to identify the learning competencies that we wanted to ensure our graduates possess. These discussions took place over the course of two years using a series of periodic retreats to review and reflect on our curriculum and changes to our core curriculum since our inception. We also reflected on the skills and abilities of our students. Along the way, we sought feedback from students, alumni, and Community Advisory Board members using our semi-annual meetings as a forum for discussion and input on draft competencies. We started the process with a rather expansive list of competencies and then worked to consolidate and prioritize in order to pare the list down to a relatively small number of competencies that could then be assessed using multiple indicators. We then had a series of

Table 1: Student Learning Competencies

To lead and manage in public governance by:
- **MPA SLO I.A:** Demonstrating an ability to lead, motivate, and manage a diverse workplace- within and across organizations.
- **MPA SLO I.B:** Demonstrating an understanding the impact of changing market and political conditions on organizational practice and resource streams.

To participate in and contribute to the policy process by:
- **MPA SLO II.A. :** Demonstrating an ability to analyze policy alternatives and use policy instruments and management tools to address social problems
- **MPA SLO II.B:** Demonstrating an ability to participate in the policy process, communicate policy alternatives, and work effectively with government and nonprofit institutions, and community stakeholders.

To analyze, synthesize, think critically, solve problems, and make decisions by:
- **MPA SLO III.A:** Demonstrating an ability to define, frame, think critically about and analyze important problems.
- **MPA SLO III.B:** Demonstrating an ability to utilize analytical tools to analyze, present, and interpret data, including appropriate design, statistical, and evaluative techniques for both organizational decision making and policy decisions.
- **MPA SLO III.C:** Demonstrating an ability to apply management theories and tools for organizational decision-making including but not limited to strategic planning, performance measurement, group decision making, forecasting, program evaluation, and cost-benefit analysis.

To articulate and apply a public values perspective by:
- **MPA SLO IV.A:** Demonstrating an ability to identify ethical dilemmas and to then systematically apply ethical principles to identify appropriate courses of action

To communicate and interact productively with a diverse and changing workforce and citizenry by:
- **MPA SLO V.A:** Demonstrating an ability to communicate effectively and professionally to diverse audiences.
- **MPA SLO V.B:** Demonstrating an understanding of how to work effectively in diverse groups.

discussions that focused on modifying and expanding the range of assessment methods we use in order to accurately assess the new competencies. The use of these new assessment methods will be phased in starting with the 2011 – 2012 academic year. In essence, we developed an entire new *Assessment Plan* that replaces the prior assessment plan formulated pursuant to Southern Association of Colleges and Schools (SACS).

In June 2011, we adopted the 10 student learning competencies summarized in Table 1 (referred to as student learning outcomes to be consistent with SACS), all of which are embodied in our required core curriculum [See the tables in Appendix A]. The student learning outcomes reflect important public service values that have always been an integral part of our mission such

as the need to embrace the values of:

- Inclusiveness;
- Shared power and responsibility;
- Public deliberation;
- Accountability;
- Aspiring to do the "right" thing rather than just do things right;
- Respect and appreciation for diverse values and perspectives; and,
- Wise stewardship of public resources.

These values are reflected in our student learning outcomes in different ways. We believe that effective public governance, particularly in southeastern North Carolina, requires that our future leaders will possess the ability to lead, motivate, and manage a diverse work place. These leaders also need to be able to recognize and figure out how to respond to changing market and political conditions in ways that continue to advance effective public governance. We also believe that our future leaders should have the ability to analyze policy alternatives and recognize the different policy instruments and management tools that can be used to address the social problems affecting communities. Moreover, they need to be able to participate and contribute to the policy process communicating and working effectively with governmental and nongovernmental institutions and community stakeholders to formulate alternatives that build and strengthen our communities. It is also important for our future leaders to possess strong critical thinking skills. Effective leaders can define, frame, and think critically about important managerial or policy problems. They also have knowledge of the tools and techniques that can be used to analyze, present, and interpret data used for organizational decision making and for making policy decisions. We also believe that effective public governance requires leaders who can systematically apply ethical principles to help identify appropriate courses of action. Finally, to be effective future leaders our students must be able to communicate effectively and professionally to diverse audiences. At the same time, effective public governance also requires working in groups, teams, and other participative processes both within and across organizations.

Concentration Learning Outcomes

The MPA Program offers seven concentrations that reflect our mission to educate future leaders that will strengthen our communities and advance public governance in southeastern North Carolina and beyond. Students in each concentration are expected to possess an additional set of competencies as indicated in Table 2 (See the *MPA Program Student Handbook* for additional discussion of each concentration).

Nonprofits organizations play vital role in advancing effective public governance in southeastern North Carolina and strengthen our community by delivering a variety of public services in areas such as health and human services, arts and culture, and the environment. Since our inception our *nonprofit management* concentration focuses on producing future leaders for these organizations. Thus, strengthening these institutions has always been a central focus in terms of faculty research and regional engagement efforts. Our *nonprofit management* concentration focuses on producing future leaders for these organizations with graduates typically seeking positions as managers, program directors, fund development specialists,

Table 2: Concentration Learning Competencies

Nonprofit Management
- Demonstrate an ability to define, frame, and think critically about the relationship between nonprofit organizations and their unique roles as private partners in public governance;
- Demonstrate an ability to utilize different strategic decision making tools to identify and analyze management challenges necessary to pursue organizational goals and develop strategies to develop and manage necessary resources;
- Demonstrate an ability to effectively communicate organizational issues to a diverse set of organizational stakeholders, in a manner that is accurate, clear, concise, and persuasive while also being tailored to varied audiences' expertise and needs.

Urban and Regional Policy and Planning
- Demonstrate an ability to define, frame, and think critically about urban land use problems and their societal significance;
- Demonstrate an ability to utilize different theories and decision tools to identify and analyze policy alternatives that address urban and regional policy problems;
- Demonstrate an ability to communicate the results of this analysis of address urban and regional policy problems in a manner that is accurate, clear, concise, and persuasive while also being tailored to the audience's expertise and needs.

Coastal Planning and Management
- Demonstrate an ability to define, frame, and think critically about coastal problems and their societal significance;
- Demonstrate an ability to utilize different theories and decision tools to identify and analyze policy alternatives that address coastal problems;
- Demonstrate an ability to communicate the results of this analysis of coastal problems in a manner that is accurate, clear, concise, and persuasive while also being tailored to the audience's expertise and needs.

Environmental Policy and Management
- Demonstrate an ability to define, frame, and think critically about environmental problems and their societal significance;
- Demonstrate an ability to utilize different theories and decision tools to identify and analyze policy alternatives that address environmental problems;
- Demonstrate an ability to communicate the results of this analysis of environmental problems in a manner that is accurate, clear, concise, and persuasive while also being tailored to the audience's expertise and needs.

Marine Policy
- Demonstrate an ability to define, frame, and think critically about marine problems and their societal significance;
- Demonstrate an ability to utilize different theories and decision tools to identify and analyze policy alternatives that address marine policy problems;
- Demonstrate an ability to communicate the results of this analysis of marine policy problems in a manner that is accurate, clear, concise, and persuasive while also being tailored to the audience's expertise and needs.

Table 2: Concentration Learning Competencies (Cont.)

Public Management
- Demonstrate an ability to define, frame, and think critically about key issues encountered in the administration of local government and the various stakeholders it encounters;
- Demonstrate an ability to utilize different theories and decision tools to identify and analyze management and governance problems;
- Demonstrate an ability to communicate the results of this analysis to public, private, and nonprofit sector actors, as well as to individual citizens.

Public Policy Analysis
- Demonstrate an ability to utilize analytical tools to analyze, present, and interpret data in order to frame policy problems and make decisions;
- Demonstrate an understanding of economic concepts used to analyze policy problems and make decisions;
- Demonstrate a familiarity with the methodology used to evaluate the impacts of policies and programs.

marketing and communications specialists, and private consultants.

Many of the important public policy issues affecting public governance in Southeastern North Carolina are linked to our region's rapid population growth and various economic challenges. Thus, there is a need for public managers and policy analysts with knowledge of policy problems associated with economic development, transportation, affordable housing, urban sprawl, environmental protection, and other related issues. Our concentration in *urban and regional policy and planning* is designed educate future leaders who can address these problems in ways that advance our public governance and strengthen our communities. Students seek careers as planners, planning directors, analysts, and town managers in urban communities, primarily at the local level of government.

UNCW's geographic location along the coast also creates challenges for many small communities that have to address issues associated with the large seasonal influx of residents and issues resulting from declining water quality, habitat protection, beach erosion, hazard mitigation, and public access to the beach and water resources. The University of North Carolina at Wilmington (UNCW) is also home to a world class oceanographic institution (i.e., Center for Marine Science) and has a number of excellent graduate programs that address coastal, marine, and environmental problems (e.g., Marine Science, Marine Biology, Biology, Environmental Studies). Thus, we offer three different concentrations that provide slightly different career paths for students interested in coastal, environmental, and marine policy issues. Since our inception we have offered a concentration in *coastal planning and management* that focuses on educating future leaders of coastal communities as well as governmental and nongovernmental organizations that focus on coastal management problems. Graduates from the concentration often seek careers as planners, planning directors, and town managers in coastal communities where protection of beaches, wetlands, water quality, and other natural resources has to be balanced against the needs of economic development and property rights to manage

coastal resources in a sustainable manner. Some students also work in federal or state agencies addressing these issues from a planning or regulatory standpoint or in nonprofit organizations focused on advocacy or education. Students have also pursued careers in hazard mitigation and emergency management. Our concentration in *environmental policy and management* capitalizes on UNCW's strengths in the area of environmental policy and graduates often pursue positions as environmental planners in local governments, environmental policy analysts, regulators, or program managers in federal or state environmental agencies. Students also work in the private sector in positions that involve environmental regulatory compliance, hazardous waste management, or land development. The *marine policy* concentration is offered in partnership with the Master of Science in Marine Science (MMS) program in the Center for Marine Studies (CMS). Students from the MMS and MPA programs take the same required concentration courses. MPA students then take at least one marine science course focused on applied policy issues and one additional marine policy related course. Graduates from this concentration often pursue careers in regulatory agencies focusing on marine and coastal issues.

Our MPA program also offers two additional concentrations designed to serve the needs of students seeking to become leaders and managers in organizations in southeastern North Carolina and beyond. The concentration in *public management* is designed for students seeking careers analysts, planners, planning directors, town managers, and state level managers and administrators. Students are exposed to broad issues and training in the areas of strategic management, planning, and intergovernmental and inter-organizational relations. The concentration in *public policy analysis* is designed for students who seek careers as policy analysts in public and nonprofit organizations. Students in this concentration pursue positions as budget analysts, policy analysts, regulators, program managers, consultants in public and nonprofit organizations as well as private organizations.

Program Outcomes

In addition to the student learning outcomes, the MPA program monitors and assesses a variety of program outcomes. The program outcomes reflect UNCW Strategic Goals (see http://uncw.edu/planning/documents/StrategicPlan.pdf) or specific NASPAA standards (see: http://www.naspaa.org/accreditation/standard2009/docs/NS2009FinalVote10.16.2009.pdf) . Others are derived directly from our mission statement and reflect our public service values. These Program Outcomes are summarized in Table 3 and their linkages to specific UNCW Strategic Goals and NASPAA Standards are described in greater detail in Appendix B.

The first set of program outcomes are designed to ensure that the MPA program has an administrative and governance capacity to ensure that we have sufficient resources to fulfill our mission. The first outcome measure ensures that we maintain a sufficient number of properly credentialed MPA faculty involved in faculty governance (i.e., a faculty nucleus of at least 5) and ensures that our students are exposed to some courses taught by properly credentialed part-time instructors. Since the MPA program has no dedicated budget line, the second outcome measure focuses on ensuring that our trust fund is sufficiently capitalized to fund our operations for a 2 – 3 year period. To fulfill this goal, the MPA faculty engage in regional engagement (e.g., projects for local governments in return for donations to the trust fund), training (e.g., Academy for Strategic Management), and other service activities (e.g., hosting SECoPA 2010) that also help

Table 3: Program Outcomes

1.0 Administrative & Governance Capacity: The MPA program will maintain and administrative and governance capacity sufficient to fulfill its mission
- **MPA PO 1.1:** MPA faculty and properly credentialed part-time faculty are available to deliver a sufficient number of courses to serve MPA students
- **MPA PO 1.2:** Maintain a balance in the MPA trust fund accounts sufficient to fund regular program operations for a 2 – 3 year period
- **MPA PO 1.3:** Maintain adequate administrative capacity to recruit/admit students, manage program operations, and provide necessary student support services
- **MPA PO 1.4:** Maintain average class sizes of around 15 students with core classes slightly larger and concentration and elective classes slightly smaller

2.0 Faculty Performance: The MPA Program shall maintain a diverse faculty who are effective teachers, are involved in academic research, participate in scholarly activity, and provide service to their community and profession
- **MPA PO 2.1:** Faculty provide effective classroom instruction
- **MPA PO 2.2:** Adjunct and part-time faculty are properly credentialed and effective in the classroom
- **MPA PO 2.3:** Faculty are involved in academic research and scholarly activity (broadly defined)
- **MPA PO 2.4:** Faculty are involved in service to their community and profession

3.0 Regional Engagement: The MPA Program and its faculty and students will work to advance public governance through education, training, and service that strengthens our communities
- **MPA PO 3.1:** Faculty participate in regional engagement activities (broadly defined)
- **MPA PO 3.2:** Faculty provide training to professionals in the community

4.0 Recruitment & Enrollment: The MPA Program will maintain enrollments that are diverse and reflect a commitment to public service that strengthens communities
- **MPA PO 4.1:** Maintain graduate student enrollments of at least 70 students while maintaining or improving the quality of incoming students
- **MPA PO 4.2:** Maintain a student body that includes a balance of full- and part-time students
- **MPA PO 4.3:** Maintain a diverse student population that meets or exceeds the UNCW graduate student population

5.0 Student Support Services: The MPA Program will provide student support services (e.g., advising, assistance with internship placement, career counseling, job search assistance) that allow students to complete their degrees in a timely fashion and advance their careers in public service
- **MPA PO 5.1:** Students complete MPA degrees in a timely manner
- **MPA PO 5.2:** Faculty provide effective advising to students and assist with internship and job placement
- **MPA PO 5.3:** Students are placed in internships that provide opportunities for applied learning and regional engagement
- **MPA PO 5.4:** Students receive assistance with career counseling and job placement

further our mission. The third outcome measure focuses on ensuring that we have the administrative support needed to maintain program operations. Finally, we believe that educating future leaders requires a classroom environment that encourages the exchange and discussion of ideas among a diverse student body. One way to ensure this occurs is by maintaining average class sizes of around 15 students to ensure that students can be actively engaged in their learning.

The quality of our faculty will largely influence whether we can effectively educate future leaders and conduct relevant research. It is important that we recruit and retain a diverse faculty that are committed to our public service values and are involved in service to their community and profession. Accordingly, the second set of program outcomes focuses on faculty performance. The first measure helps ensure that we provide effective classroom instruction. The second measure ensures that our part-time faculty members are properly credentialed in conformance with both NASPAA and SACS. The third measure ensures that our MPA faculty is research active and remains engaged in scholarly activity (broadly defined) in the field of public administration. The final measure ensures that our MPA faculty is involved in service to their community and profession. We do not have a specific outcome measure related to faculty diversity because opportunities to hire new MPA faculty are rare so instead we often rely on improving faculty diversity by hiring part-time instructors who enhance our diversity (See the *MPA Program's Diversity Plan* for a discussion of our efforts to improve faculty diversity).

Regional engagement has always been important in terms of the mission of the MPA Program. Thus, we have two performance measures. One is that faculty will participate in regional engagement activities (broadly defined). This provides an opportunity for faculty to demonstrate their commitment to service that strengthens our community. In some cases this is accomplished by working on applied projects designed advance effective public governance by improving local decision making by working with professionals to develop new or improved plans, policies, or policies. In other cases it involves providing resources and support to develop new organizations that work to advance effective public governance (e.g., QENO, Stewardship Development Coalition). Faculty also provide opportunities for students to become engaged and interact with the community of professionals in southeastern North Carolina who share our public service values through our Community Advisory Board, SENCASPA, QENO, and support of the NCCCMA. Students also have opportunities for engagement through class projects and assignments, capstone projects, and internships. The second outcome measure reflects our commitment to educating and training future leaders outside the classroom by providing training to public and nonprofit professionals in our region in order to help advance effective public governance and help develop future leaders. This training is accomplished primarily through QENO and our Academy for Strategic Management, however, from time to time MPA faculty provide other types of training to public and nonprofit organizations as well.

In order to educate future leaders you need students. Thus, the fourth set of outcome measures focuses on recruitment and enrollment. The first program outcome measure focuses on ensuring that we maintain graduate enrollments of at least 70 students while maintaining or improving the quality of incoming students. This minimum enrollment target helps ensure that we can continue offering enough courses to support the needs of full-time and part-time students and serve the needs of our different concentrations. The other two program outcomes focus on

ensuring we achieve other aspects of our mission. Our use of the phrase "future leader" is deliberate. We serve the educational needs of pre-service students as well as those of in-service professionals seeking to advance their careers. Given our geographic proximity to various military installations, we also try to serve the needs of current and retired military (and their dependents). This mix of students ensures added diversity ideas and experiences in our classroom. It also allows our pre-service students interact with in-service students who can model public service values. In order to expose our students to the public service values noted earlier (e.g., inclusiveness, respect and appreciation of diverse values and perspectives), it is important to create a learning environment that includes a diverse student body. Thus, the final performance measure in this category focuses on maintaining a diverse student population that meets or exceeds the graduate student population at UNCW (See the *MPA Program's Diversity Plan* for more discussion of these performance measures).

The final set of performance measures focuses on ensuring that the MPA program provides student support services (e.g., advising, internship placement, career counseling, job search assistance) to help ensure that our students graduate and can embark upon careers that help advance effective public governance and can begin working to strengthen our communities through their public service. There are four general performance measures. The first focuses on ensuring that students complete their degrees in a timely fashion. The second ensures that we provide effective advising and assistance with internship and job placement. The third focuses on ensuring that students are placed in internships that provide opportunities for applied learning and regional engagement. The final program outcome measure focuses on ensuring that students receive assistance with career counseling and job placement.

Managing our MPA Program Strategically

Managing the MPA program strategically requires an ongoing commitment to continued monitoring and assessment of our student learning and program outcomes. For each program and student learning goal, we have a collection of one or more objectives we seek to achieve, all of which reflect some combination of our mission, UNCW's strategic goals, and NASPAA accreditation standards. These objectives are referred to as program and student learning outcomes. We then collect data using a variety of data bases and assessment methods to obtain indicators and measures our performance in terms of our outcomes. The MPA faculty then reviews and discusses these data to determine whether changes to our curriculum or program are needed.

Data used to assess student learning outcomes is collected using one or more assessment methods which include a pre- and post-test case analysis, organizational assessment section of the internship report, Student Learning Portfolio, and the project associated with PLS 595 Capstone Seminar in Public Administration. These data are then assessed using rubrics which contain a number of indicators related to different dimensions of each student learning outcome [Appendix D]. The results are then tracked and monitored over time using a series of Excel worksheets.

Data used to assess program outcomes comes from a diverse collection of sources. UNCW's relational database (banner) produces a variety of reports (admissions, enrollment, budget, etc.). IPEDS data from institutional research is used to monitor diversity. Information on applicants is obtained from Banner and the online admissions system. Excel spreadsheets are used to monitor internship placements. Annual reviews conducted by the Chair of PIA are used to assess faculty performance. These data are incorporated into a collection of Excel spreadsheets to monitor and track program outcomes over time. Additional data collection methods are still being developed to supplement these data in coming years (e.g., entrance survey, exit survey, placement survey, and periodic alumni survey).

These data are incorporated into a collection of Excel spreadsheets to monitor and track program outcomes over time. The data for some student learning outcomes is collected on an annual basis, while other measures are collected on a rotating basis depending on whether the Academic Year begins with an odd or even year [See Appendix C for the assessment schedule]. Most program outcome data are collected and reviewed on an annual basis. Since this updated *Assessment Plan* significantly expands both our student learning and program outcomes, some of the new assessment methods are still being phased in. Our plan is to have all student learning and program outcomes and our new assessment tools fully implemented by the end of the 2013 – 2014 Academic Year.

In order to close the loop, the MPA faculty devote a significant portion of time during a faculty retreat each year (usually in the summer) to discuss the assessment results from the previous year. The results of the prior year's assessment of student learning and program outcomes is discussed along with the trends in various measures and indicators. The MPA faculty then determines whether any changes to our curriculum, policies, programs, or assessment methods and procedures are warranted. These findings are summarized in the annual reports prepared for SACS. Important findings and trends are also shared and discussed with our Community Advisory Board members and our alumni and students who are always invited to attend these meetings.

Collecting Data on Student Learning Outcomes

Several assessment methods are used to collect data on student learning outcomes. These include: a pre- and post-test case analysis, organizational assessment in the internship report, Student Learning Portfolio, and the project associated with PLS 595 Capstone Seminar in Public Administration. The capstone seminar was traditionally our primary assessment tool. However, a pre-test case analysis was initiated in Fall 2010 in an attempt to both improve our orientation experience and collect data to better assess the skills of our incoming students. The corresponding post-test case analysis was initiated in Spring 2012. We plan to further expand our assessment of student learning outcomes during the 2012 – 2013 Academic Year by revising our Internship Report to include a revised organizational assessment component and a new requirement to complete a Student Learning Portfolio that will require students to reflect on their competencies in a set of areas that varies depending on whether the Academic Year begins in an even or odd year.

Capstone Seminar in Public Administration

Historically, PLS 595 – Capstone Seminar in Public Administration served as our primary assessment tool for examining student learning outcomes. The class is required for all students as part of their core curriculum and cannot be waived. It is taken during their final semester of study after completion of the rest of the required core curriculum. The capstone experience is designed to help bridge the gap between coursework and professional practice. Depending on the semester and instructor assigned to teach the capstone course, students will either work individually or be assigned to a project team. In either case, the capstone project will be selected by the supervising faculty member(s). Typically, the general project area will focus on an issue that is currently of interest to public and nonprofit professionals in southeastern North Carolina. Each project requires students to think critically and creatively about an issue and then utilize the knowledge, skills and abilities developed during the coursework to investigate the problem and complete a well-written report with recommendations grounded in convincing data and analysis. Students then present their reports to the MPA faculty and prepare a poster presentation. Thus, it is an opportunity for each student to demonstrate their mastery of many of the learning competencies associated with the MPA curriculum. The presentations and written capstone reports are both used for assessment purposes. When the capstone course is taught using teams, the team experience is also assessed. See the *MPA Student Handbook* for additional discussion of the capstone experience.

Case Memos

The case memo assessment tool was initiated in 2010. Prior to their orientation, in-coming students were provided a reading with a short written assignment requiring the preparation of a short 2-page memo. The case then provided the focus of discussion at a corresponding break-out session. The memos serve as a pre-test and allow the faculty to assess the critical thinking and communication skills of our incoming students. A similar assignment was provided to out-going students in Spring 2012 as a post-test. The comparison allowed us to then compare these data. While the results indicated improvement, we are making some changes that will go into effect starting with the 2012 – 2013 Academic Year. We suspect that because neither assignment was graded, some of the students did not perform to the best of their ability. Thus, the pre-test will be moved to one of the core classes taken by incoming students. Similarly, it will become a graded assignment in the capstone seminar. Thus far, we have only used policy themed cases. Starting in the 2012 – 2013 Academic Year we will begin a rotation

of management and policy themed cases to allow us to the pre-test and post-test case memo to analyze additional student learning outcomes. We also plan to explore the possibility of adding a presentation requirement and then recording them digitally for subsequent use assessment.

Internship Report

The purpose of the internship report is to document the internship experience in a manner that is descriptive, critical, introspective, and reflective. During the 2012 – 2013 Academic Year, the requirements for the internship report have been expanded to both improve its use a vehicle for reflection and to better assess our students' ability to apply theories and concepts they have learned in their core classes to examine the organization where their internship occurred. This organizational assessment will then be analyzed using several rubrics to assess whether students possess desired learning outcomes. Moreover, the revised requirements ensure that students seeking an internship waiver also complete a similar document as part of their justification that they are eligible for the waiver. See the *MPA Program Student Handbook* for a more detailed discussion of the requirements associated with the preparation of the Internship report.

Student Learning Portfolio

Another new assessment method that will be introduced during the 2012 – 2013 Academic Year is the requirement that students registered for the capstone seminar complete a Student Learning Portfolio (SLP). The SLP contains materials that provide evidence of an MPA student's educational and professional development during their tenure in the program. While ungraded, it must be submitted and approved by the student's academic advisor and MPA Director in order to get assigned a grade for the Capstone course. The student learning portfolio consists of a series of sections. The required sections will vary each academic year because the MPA program assesses some student learning outcomes on an annual basis while others are assessed on a biennial basis. Each section consists of a narrative that is descriptive, analytical, introspective, and/or reflective. Students are asked to demonstrate their ability to apply theories, concepts, and skills learned during their course of study. Students are also required to provide a unique example of a class assignment (e.g., case memo, PowerPoint presentation, etc.) or work product (e.g., paper, analytical report, grant proposal, etc.) in the appendix as evidence that they have mastered the competency. Thus, the appendix will contain a representative sample of the work completed in various courses. The narratives and supporting materials will then be examined using the corresponding rubrics. The SLP is also the primary assessment tool for the concentration based student learning outcomes summarized in Table 2. See the *MPA Program Student Handbook* for a discussion of the required contents of the SLP.

Applying Rubrics

The data gathered from the case memos, capstone experience, internship reports, and student learning portfolios is then assessed using one or more of our 13 rubrics. Generally, there is one rubric for each student learning outcome. However, there is an additional rubric for the public values competency. There are also two communications rubrics for each student learning outcome. One for written and one for oral communication. We also have rubrics to examine the performance of teams as well as the individual contribution to the team. Each rubric is formatted in a similar manner for ease of use. Each row consists of an indicator of the desired student learning outcome. Raters are then given prompts associated with scoring the indicator as either unacceptable proficiency (scoring range of 1 – 3), proficient (scoring range 4 – 7), and exemplary proficiency (scoring range 8 – 10). The corresponding total score

gives a general measure of the overall proficiency for the competency.

A group of faculty members then use the rubrics to score either all of the work products or some random sample of the materials produced. These data are then compiled into Excel spreadsheets so that the ratings on individual indicators and the overall measure of proficiency can be analyzed over time. These data are then shared and with the entire faculty.

Collecting Data on Program Outcomes

Given the varied nature of our program outcome measures, the data used to monitor and assess our performance comes from a wide range of data sources. We currently maintain a number of Excel spreadsheets, each of which is designed to monitor and track the following trends:

- Applicant information
- Admissions information
- Enrollments by class, semester, concentration, SCH, etc.
- Full and part-time student enrollments
- Enrollments of minority and female students
- Total enrollment and number of graduate degrees conferred
- Internship placements
- MPA trust fund balances

These Excel spreadsheets are constructed by merging and manipulating data from different sources to track these data over time. Much of this data is obtained from UNCW's relational database (Banner), IPEDS from institutional research, the online application database, and data that are entered manually (e.g., internship placements, some admission information). Depending on the spreadsheet, these data are updated annually or semi-annually and shared with the faculty. The more important data related to enrollment patterns is shared with the Community Advisory Board members as well as the alumni and students who are invited to attend these meetings.

Some of our program outcomes are assessed using other processes. We have a faculty credentialing process pursuant to SACS to ensure that we have properly credentialed faculty in the classroom. PIA has an annual review process to assess faculty performance in terms of their teaching, research, and service. As assessment tool referred to as a SPOT is used by students to assess classroom instruction.

During the 2012 – 2013 Academic Year, we plan to expand these efforts to begin surveying our alumni to more systematically collect placement data. Progress in this area has been slower than planned because our University Advancement does not maintain accurate contact information for our alumni. We also plan to begin conducting entrance and exit surveys electronically to more systematically gather data on some of our program outcome measures.

Analysis & Reporting

The MPA faculty meets at least once a year in a retreat format to discuss strategic issues, typically during the summer. The discussion of assessment data related to student learning outcomes and program outcomes is the focus of much of these discussion. As a result of these discussions we identify potential changes or enhancements to our curriculum, policies, programs, or assessment methodology. The

decisions and planned actions are then incorporated into the annual *Educational Program Assessment Plan and Report* prepared by the MPA Program in accordance with SACS. These changes and enhancements to our curriculum, policies, programs, and assessment methods are also reported at our next Community Advisory Board meeting.

In addition to the examination of these assessment data, our MPA faculty retreats provide an opportunity for us to reflect on our mission, what we have accomplished, and to discuss emerging threats or opportunities that might impact our program.

Appendix A: Assessing Student Learning Outcomes

Competency I: To lead and manage in public governance.

Student Learning Outcome	Course Coverage	Indicators (Rubric Components)	Evidence collected	Timing	Analysis & Reporting
MPA SLO I.A. Demonstrating an ability to lead, motivate, and manage a diverse workplace-within and across organizations.	*Core* ▪ PLS 500 ▪ PLS 502 *Skill-Based Electives* ▪ PLS 507 ▪ PLS 514 *Electives* ▪ PLS 508 ▪ PLS 509 ▪ PLS 515 ▪ PLS 516 ▪ PLS 517 ▪ PLS 528 ▪ PLS 530 ▪ PLS 542 ▪ PLS 561	*Student demonstrates they can:* ▪ Formulate a mission statement for an organization ▪ Analyze the structure of an organization using appropriate theories and concepts ▪ Understand how important contextual factors (internal and external) influence management within the organization ▪ Use management theories and concepts to identify organizational and managerial problems ▪ Formulate recommendations for addressing organizational problems that are grounded in management theories and concepts ▪ Understanding how different contextual situations influence leadership and can apply leadership theories and concepts ▪ Analyze techniques used to motivate employees using appropriate theories and concepts ▪ Explain and describe cross-boundary and networked relationships involved in managing public and nonprofit organizations.	*Rubrics are used to assess*: *Internship report:* students assess various components of the organization where they are placed. A random sample of the narratives from the previous year is then assessed using rubrics. *Case memos*: every other year a management themed case is used during orientation or at the start of a core class as a pre-test. A similar memo is assigned during the capstone course. A random sample of pre- and post- memos are assessed *Secondary data used includes:* ▪ Narratives and examples included in the student learning portfolio ▪ Data collected in periodic alumni surveys ▪ The minimum competency requirement for the core classes	*Every 2 years:* Every other year (academic years beginning with odd numbers starting in 2013 - 2014) a random sample of the internship reports and the pre- and post-test case memos for a management themed case are reviewed by the assessment committee and scored using the corresponding rubric. These results are shared with the MPA faculty and discussed during an annual retreat to determine if any actions are warranted.	*Faculty Retreat:* The MPA faculty hold an annual retreat (typically in May) to discuss all of the assessment results for the prior academic year. The MPA faculty then determines if any changes are needed to the MPA program or the curriculum. *SACS & NASPAA Annual Assessment Report:* This report summarizes the assessment findings and documents any recommended changes to the MPA program or its curriculum.

Student Learning Outcome	Course Coverage	Indicators (Rubric Components)	Evidence collected	Timing	Analysis & Reporting
MPA SLO I.B. Demonstrating an understanding the impact of changing market and political conditions on organizational practice and resource streams	*Core* ▪ PLS 500 ▪ PLS 505 ▪ PLS 503 *Skill-Based Electives* ▪ PLS 541 *Electives* ▪ PLS 517 ▪ PLS 528 ▪ PLS 531	*Student demonstrates they can:* ▪ Identify important organizational resources needed to maintain and improve performance ▪ Describe the external factors (political, economic, social, demographic, legal, technological, etc.) that influence organizational practices ▪ Identify the threats and opportunities to the organization associated with external changes ▪ Make recommendations for addressing threats and opportunities to organizational performance	*Rubrics are used to assess*: *Student Learning Portfolio:* Students prepare a portfolio during their capstone class every fall and spring semester in accordance with the requirements described in the *MPA Program Student Handbook*. Students complete a reflective essay and attach an example of a work product that best demonstrates their competency. These materials are then assessed using a rubric. *Secondary data used includes:* ▪ Organizational assessment in the internship report. ▪ Data collected in periodic alumni surveys ▪ The minimum competency requirement for the core classes	*Every 2 years:* Every other year (academic years beginning with odd numbers starting in 2013 - 2014) a random sample of the student learning portfolios will be reviewed by the assessment committee and scored using the corresponding rubric. These results are shared with the MPA faculty and discussed during an annual retreat to determine if any actions are warranted.	*Faculty Retreat:* The MPA faculty hold an annual retreat (typically in May) to discuss all of the assessment results for the prior academic year. The MPA faculty then determines if any changes are needed to the MPA program or the curriculum. *SACS & NASPAA Annual Assessment Report:* This report summarizes the assessment findings and documents any recommended changes to the MPA program or its curriculum.

Competency II: To participate in and contribute to the policy process

Student Learning Outcome	Course Coverage	Indicators (Rubric Components)	Evidence collected	Timing	Analysis & Reporting
MPA SLO II.A Demonstrating an ability to analyze policy alternatives and use policy instruments and management tools to address social problems	*Core* ▪ PLS 505 ▪ PLS 501 ▪ PLS 503 *Skill-Based Electives* ▪ PLS 506 ▪ PLS 507 ▪ PLS 541 ▪ PLS 544 *Electives* ▪ PLS 513 ▪ PLS 521 ▪ PLS 526 ▪ PLS 543 ▪ PLS 547 ▪ PLS 562	*Student demonstrates they can:* ▪ Identify rationales for government intervention (e.g., economic rationales) ▪ Formulate alternatives that rely on different policy instruments to address a problem ▪ Identify alternatives that are comparable and reflect an in-depth understanding of the problem ▪ Identify criteria appropriate for assessing the alternatives ▪ Analyze alternatives and support their analysis with data	*Rubrics are used to assess*: *Student Learning Portfolio:* Students prepare a portfolio during their capstone class every fall and spring semester in accordance with the requirements described in the *MPA Program Student Handbook*. Students complete a reflective essay and attach an example of a work product that best demonstrates their competency. These materials are then assessed using a rubric. *Secondary data used includes:* ▪ Data collected during entrance and exit surveys ▪ Data collected in periodic alumni surveys ▪ The minimum competency requirement for the core classes	*Every 2 years:* years beginning with even numbers starting in 2012 - 2013) a random sample of the student learning portfolios will be reviewed by the assessment committee and scored using the corresponding rubric. These results are shared with the MPA faculty and discussed during an annual retreat to determine if any actions are warranted.	*Faculty Retreat:* The MPA faculty hold an annual retreat (typically in May) to discuss all of the assessment results for the prior academic year. The MPA faculty then determines if any changes are needed to the MPA program or the curriculum. *SACS & NASPAA Annual Assessment Report:* This report summarizes the assessment findings and documents any recommended changes to the MPA program or its curriculum.

Student Learning Outcome	Course Coverage	Indicators (Rubric Components)	Evidence collected	Timing	Analysis & Reporting
MPA SLO II.B. Demonstrating an ability to participate in the policy process, communicate policy alternatives, and work effectively with government and nonprofit institutions, and community stakeholders.	*Core* ▪ PLS 505 ▪ PLS 503 *Skill-Based Electives* ▪ PLS 504 ▪ PLS 506 ▪ PLS 507 ▪ PLS 541 *Electives* ▪ PLS 513 ▪ PLS 521 ▪ PLS 526 ▪ PLS 543 ▪ PLS 547 ▪ PLS 562	*Student demonstrates they can:* ▪ Identify important stakeholders involved in addressing a problem and a knowledge of the governance arrangement ▪ Understanding of the legal and institutional environment associated with public policy making ▪ Communicate policy alternatives and recommendations to decision makers	*Rubrics are used to assess***:** *Case memos*: every other year a management themed case is used during orientation or at the start of a core class as a pre-test. A similar memo is assigned during the capstone course. A random sample of pre- and post- memos are assessed *Capstone project*: Students are required to prepare a capstone project report and make a public presentation of their findings. The written report is assessed using various rubrics. *Secondary data used includes:* ▪ Examples included in the student learning portfolio ▪ Data collected during entrance and exit surveys ▪ Data collected in periodic alumni surveys ▪ The minimum competency requirement for the core classes	*Every 2 years:* every other year (academic years beginning with even numbers starting in 2012 - 2013). A random sample of the final capstone reports, pre-test, and post-test case memos are reviewed by the assessment committee and scored using the corresponding rubric. These results are shared with the MPA faculty and discussed during an annual retreat to determine if any actions are warranted.	*Faculty Retreat:* The MPA faculty hold an annual retreat (typically in May) to discuss all of the assessment results for the prior academic year. The MPA faculty then determines if any changes are needed to the MPA program or the curriculum. *SACS & NASPAA Annual Assessment Report:* This report summarizes the assessment findings and documents any recommended changes to the MPA program or its curriculum.

Competency III: To analyze, synthesize, think critically, solve problems, and make decisions

Student Learning Outcome	Course Coverage	Indicators (Rubric Components)	Evidence collected	Timing	Analysis & Reporting
MPA SLO III.A. Demonstrating an ability to define, frame, think critically about and analyze important problems.	*Core* ▪ PLS 500 ▪ PLS 501 ▪ PLS 505 *Skill-Based Electives* ▪ PLS 506 ▪ PLS 541 ▪ PLS 544 ▪ PLS 545 *Electives* ▪ PLS 513 ▪ PLS 521 ▪ PLS 524 ▪ PLS 526 ▪ PLS 543 ▪ PLS 547 ▪ PLS 562	*Student demonstrates they can:* ▪ Identify important components of problems (e.g., assumptions, trends, relationship to other problems, cause and effect relationships, etc.) ▪ Understand the competing perspectives and values associated with the problem ▪ Draw on high quality information from different sources to support arguments ▪ Identify a clear rationale for proposing a recommendation or selecting a course of action. ▪ Support arguments with facts and data rather than relying on opinion and value judgments ▪ Provide clear recommendations for addressing a problem that address its causes	*Rubrics are used to assess*: *Case memos*: every year a management or policy themed case is used during orientation or at the start of a core class as a pre-test. A similar memo is assigned during the capstone course. A random sample of pre- and post- memos are assessed *Capstone project*: Students are required to prepare a capstone project report and make a public presentation of their findings. The written report is assessed using various rubrics. *Secondary data used includes:* ▪ Examples included in the student learning portfolio ▪ The minimum competency requirement for the core classes	*Annually*: This SLO is assessed on an annual basis using a random sample of the final written capstone reports, pre-test, and post-test case memos are reviewed by the assessment committee and scored using the corresponding rubric. These results are shared with the MPA faculty and discussed during an annual retreat to determine if any actions are warranted.	*Faculty Retreat:* The MPA faculty hold an annual retreat (typically in May) to discuss all of the assessment results for the prior academic year. The MPA faculty then determines if any changes are needed to the MPA program or the curriculum. *SACS & NASPAA Annual Assessment Report:* This report summarizes the assessment findings and documents any recommended changes to the MPA program or its curriculum.

Student Learning Outcome	Course Coverage	Indicators (Rubric Components)	Evidence collected	Timing	Analysis & Reporting
MPA SLO III.B. Demonstrating an ability to utilize analytical tools to analyze, present, and interpret data, including appropriate design, statistical, and evaluative techniques for both organizational decision making and policy decisions.	*Core* ▪ PLS 501 ▪ PLS 505 *Skill-Based Electives* ▪ PLS 504 ▪ PLS 506 ▪ PLS 507 ▪ PLS 541 ▪ PLS 544 ▪ PLS 545 *Electives* ▪ PLS 513 ▪ PLS 521 ▪ PLS 524 ▪ PLS 526 ▪ PLS 543 ▪ PLS 547 ▪	*Student demonstrates they can:* ▪ Interpret quantitative data and measures, understand its limits, and use these data to frame problems and identify possible cause and effect relationships ▪ Employ tools for analyzing, presenting, and interpreting data, including appropriate statistical techniques and concepts ▪ Distinguish between fact and opinion, and acknowledge the value judgments associated with their analysis ▪ Recommend a course of action supported by data and analysis rather than personal opinions	***Rubrics are used to assess***: ***Student Learning Portfolio:*** Students prepare a portfolio during their capstone class every fall and spring semester in accordance with the requirements described in the *MPA Program Student Handbook*. Students complete a reflective essay and attach an example of a work product that best demonstrates their competency. These materials are then assessed using a rubric. ***Capstone project***: Students are required to prepare a capstone project report and make a public presentation of their findings. The written report and presentation are assessed using various rubrics. ***Secondary data used includes:*** ▪ Data collected during entrance and exit surveys ▪ The minimum competency requirement for the core classes	***Every 2 years:*** Every other year (academic years beginning with odd numbers starting in 2013 - 2014) a random sample of the student learning portfolios and capstone reports is reviewed by the assessment committee and scored using the corresponding rubric. These results are shared with the MPA faculty and discussed during an annual retreat to determine if any actions are warranted.	***Faculty Retreat:*** The MPA faculty hold an annual retreat (typically in May) to discuss all of the assessment results for the prior academic year. The MPA faculty then determines if any changes are needed to the MPA program or the curriculum. ***SACS & NASPAA Annual Assessment Report:*** This report summarizes the assessment findings and documents any recommended changes to the MPA program or its curriculum.

Student Learning Outcome	Course Coverage	Indicators (Rubric Components)	Evidence collected	Timing	Analysis & Reporting
MPA SLO III.C. Demonstrating an ability to apply management theories and tools for organizational decision-making including but not limited to strategic planning, performance measurement, group decision making, forecasting, program evaluation, and cost-benefit analysis.	*Core* ▪ PLS 500 ▪ PLS 501 ▪ PLS 505 ▪ PLS 503 ▪ PLS 502 *Skill-Based Electives* ▪ PLS 506 ▪ PLS 507 ▪ PLS 514 ▪ PLS 541 *Electives* ▪ PLS 517	*Student demonstrates they can:* ▪ Discuss a problem in terms of theoretical research and objective information rather than relying on personal opinions and value judgments ▪ Formulate recommendations for action grounded in management theory ▪ Identify and use data derived from decision tools appropriate to define problems and make recommendations to decision makers	*Rubrics are used to assess*: *Student Learning Portfolio:* Students prepare a portfolio during their capstone class every fall and spring semester in accordance with the requirements described in the *MPA Program Student Handbook*. Students complete a reflective essay and attach an example of a work product that best demonstrates their competency. These materials are then assessed using a rubric. *Secondary data used includes:* ▪ Data collected during entrance and exit surveys ▪ Data collected in periodic alumni surveys ▪ The minimum competency requirement for the core classes	*Every 2 years:* Every other year (academic years beginning with odd numbers starting in 2013 - 2014) a random sample of the student learning portfolios is reviewed by the assessment committee and scored using the corresponding rubric. These results are shared with the MPA faculty and discussed during an annual retreat to determine if any actions are warranted.	*Faculty Retreat:* The MPA faculty hold an annual retreat (typically in May) to discuss all of the assessment results for the prior academic year. The MPA faculty then determines if any changes are needed to the MPA program or the curriculum. *SACS & NASPAA Annual Assessment Report:* This report summarizes the assessment findings and documents any recommended changes to the MPA program or its curriculum.

Competency IV: To articulate and apply a public values perspective

Student Learning Outcome	Course Coverage	Indicators (Rubric Components)	Evidence collected	Timing	Analysis & Reporting
MPA SLO IV.A. Demonstrating an ability to identify ethical dilemmas and to then systematically apply ethical principles to identify appropriate courses of action	*Core* ▪ PLS 500 ▪ PLS 505 ▪ PLS 502 *Skill-Based Electives* ▪ PLS 506 ▪ PLS 515 *Electives* ▪ PLS 508 ▪ PLS 509 ▪ PLS 514 ▪ PLS 515 ▪ PLS 516	*Student demonstrates they can:* ▪ Identify ethical dilemmas in the practice of public administration ▪ Consider the views of appropriate stakeholders when resolving the dilemma ▪ Demonstrate public service values when choosing an appropriate course of action ▪ Demonstrate awareness of the professional ethical standards in the field of public administration	*Rubrics are used to assess***:** *Student Learning Portfolio:* Students prepare a portfolio during their capstone class every fall and spring semester in accordance with the requirements described in the *MPA Program Student Handbook*. Students complete a reflective essay and attach an example of a work product that best demonstrates their competency. These materials are then assessed using a rubric.	*Every 2 years:* Every other year (academic years beginning with even numbers starting in 2012 - 2013) a random sample of the student learning portfolios will be reviewed by the assessment committee and scored using the corresponding rubric. These results are shared with the MPA faculty and discussed during an annual retreat to determine if any actions are warranted.	*Faculty Retreat:* The MPA faculty hold an annual retreat (typically in May) to discuss all of the assessment results for the prior academic year. The MPA faculty then determines if any changes are needed to the MPA program or the curriculum. *SACS & NASPAA Annual Assessment Report:* This report summarizes the assessment findings and documents any recommended changes to the MPA program or its curriculum.

Student Learning Outcome	Course Coverage	Indicators (Rubric Components)	Evidence collected	Timing	Analysis & Reporting
Assessing general learning competency	*Core* ▪ PLS 500 ▪ PLS 505 ▪ PLS 502 *Skill-Based Electives* ▪ PLS 515 *Electives* ▪ PLS 508 ▪ PLS 509 ▪ PLS 514 ▪ PLS 515 ▪ PLS 516	*Students can demonstrate:* ▪ A broad understanding of cultural diversity including age, race, gender, nationality, etc. ▪ Personal growth, changes in attitude, or a commitment to diversity in personal and/or professional life	***Rubrics are used to assess:*** ***Student Learning Portfolio:*** Students prepare a portfolio during their capstone class every fall and spring semester in accordance with the requirements described in the *MPA Program Student Handbook*. Students complete a reflective essay and attach an example of a work product that best demonstrates their competency. These materials are then assessed using a rubric.	***Every 2 years:*** Every other year (academic years beginning with even numbers starting in 2012 - 2014) a random sample of the student learning portfolios will be reviewed by the assessment committee and scored using the corresponding rubric. These results are shared with the MPA faculty and discussed during an annual retreat to determine if any actions are warranted.	***Faculty Retreat:*** The MPA faculty hold an annual retreat (typically in May) to discuss all of the assessment results for the prior academic year. The MPA faculty then determines if any changes are needed to the MPA program or the curriculum. ***SACS & NASPAA Annual Assessment Report:*** This report summarizes the assessment findings and documents any recommended changes to the MPA program or its curriculum.

Student Learning Outcome	Course Coverage	Indicators (Rubric Components)	Evidence collected	Timing	Analysis & Reporting
Assessing general learning competency	*Core* ▪ PLS 500 ▪ PLS 505 ▪ PLS 502 *Skill-Based Electives* ▪ PLS 515 *Electives* ▪ PLS 508 ▪ PLS 509 ▪ PLS 514 ▪ PLS 515 ▪ PLS 516	*Students can demonstrate:* ▪ A broad understanding of the importance of public service ▪ An awareness of how views of public service motivation influence their professional objectives and views of public service	***Rubrics are used to assess:*** ***Student Learning Portfolio:*** Students prepare a portfolio during their capstone class every fall and spring semester in accordance with the requirements described in the *MPA Program Student Handbook.* Students complete a reflective essay and attach an example of a work product that best demonstrates their competency. These materials are then assessed using a rubric.	***Every 2 years:*** Every other year (academic years beginning with even numbers starting in 2012 - 2014) a random sample of the student learning portfolios will be reviewed by the assessment committee and scored using the corresponding rubric. These results are shared with the MPA faculty and discussed during an annual retreat to determine if any actions are warranted.	***Faculty Retreat:*** The MPA faculty hold an annual retreat (typically in May) to discuss all of the assessment results for the prior academic year. The MPA faculty then determines if any changes are needed to the MPA program or the curriculum. ***SACS & NASPAA Annual Assessment Report:*** This report summarizes the assessment findings and documents any recommended changes to the MPA program or its curriculum.

Competency V: To communicate and interact productively with a diverse and changing workforce and citizenry

Student Learning Outcome	Course Coverage	Indicators (Rubric Components)	Evidence collected	Timing	Analysis & Reporting
MPA SLO V.A. Demonstrating an ability to communicate effectively and professionally to diverse audiences.	*Core* ▪ PLS 500 ▪ PLS 501 ▪ PLS 505 ▪ PLS 502 ▪ PLS 503 *Skill-Based Electives* ▪ PLS 504 ▪ PLS 506 ▪ PLS 507 ▪ PLS 514 *Electives* ▪ PLS 509 ▪ PLS 515 ▪ PLS 516	*Written communication demonstrates* ▪ Logic and organization of ideas and arguments ▪ An ability to clearly and accurately describe problems, concepts, analysis, and recommended actions ▪ An ability to present arguments in a persuasive manner ▪ Proper use of spelling and grammar ▪ Writing style and use of language is appropriate for the audience ▪ An ability to cite sources and refer to data in a proper manner ▪ An ability to prepare documents (e.g., memo, reports, papers, etc.) that are formatted correctly and professionally	*Rubrics are used to assess*: *Case memos*: every year a management or policy themed case is used during orientation or at the start of a core class as a pre-test. A similar memo is assigned during the capstone course. A random sample of pre- and post- memos are assessed *Capstone project*: Students are required to prepare a capstone project report and make a public presentation of their findings. The written report and presentation are assessed using various rubrics. *Secondary data used includes:* ▪ Examples included in the student learning portfolio ▪ Data collected during entrance and exit surveys ▪ The minimum competency requirement for the core classes	*Annually:* This SLO is assessed on an annual basis using a random sample of the final written capstone reports and the pre- and post-test case memos for a management or policy themed case are reviewed by the assessment committee and scored using the corresponding rubric. The capstone presentations are scored using an oral presentation rubric. These results are shared with the MPA faculty and discussed during an annual retreat to determine if any actions are warranted.	*Faculty Retreat:* The MPA faculty hold an annual retreat (typically in May) to discuss all of the assessment results for the prior academic year. The MPA faculty then determines if any changes are needed to the MPA program or the curriculum. *SACS & NASPAA Annual Assessment Report:* This report summarizes the assessment findings and documents any recommended changes to the MPA program or its curriculum.

		Oral communication demonstrates ▪ Logic and organization of ideas and arguments ▪ An ability to convey complex concepts or analysis in a clear manner appropriate for the audience ▪ A mastery of the subject matter presented through a command of facts, figures, and content ▪ Appropriate use of verbal and nonverbal communication (e.g., eye contact, body language, volume, limited use of notes, etc.) ▪ An ability to effectively use visual communication aids ▪ An ability to listen and respond to questions from the audience clearly and concisely ▪ An ability to stay within designated time constraints	*Rubrics are used to assess***:** *Capstone project*: Students are required to prepare a capstone project report and make a public presentation of their findings. The presentation is assessed using an oral communication rubric. *Case memos*: every year a management or policy themed case is used during orientation or at the start of a core class as a pre-test. A similar memo is assigned during the capstone course. In the future years, we plan to introduce videotaping presentations that can be subsequently scored using a rubric.	*Annually:* This SLO is assessed on an annual basis using the final capstone presentations. The capstone presentations are scored using an oral presentation rubric. These results are shared with the MPA faculty and discussed during an annual retreat to determine if any actions are warranted	*Faculty Retreat:* The MPA faculty hold an annual retreat (typically in May) to discuss all of the assessment results for the prior academic year. The MPA faculty then determines if any changes are needed to the MPA program or the curriculum. *SACS & NASPAA Annual Assessment Report:* This report summarizes the assessment findings and documents any recommended changes to the MPA program or its curriculum.
		Students also demonstrate: ▪ A broad understanding of cultural diversity including age, race, gender, nationality, etc.) ▪ Personal growth, changes in attitude, or a commitment to diversity in personal and/or professional life	*See the public values competency section*	*See the public values competency section*	*See the public values competency section*

Student Learning Outcome	Course Coverage	Indicators (Rubric Components)	Evidence collected	Timing	Analysis & Reporting
MPA SLO V.B. Demonstrating an understanding of how to work effectively in diverse groups.	▪ PLS 500 ▪ PLS 501 ▪ PLS 505 ▪ PLS 502 ▪ PLS 503 ***Skill-Based Electives*** ▪ PLS 504 ▪ PLS 506 ▪ PLS 507 ▪ PLS 514 ***Electives*** ▪ PLS 509 ▪ PLS 515 ▪ PLS 516 ▪ PLS 542	***Team demonstrates they can:*** ▪ Meet and communicate on a regular basis ▪ Define and understand the different roles of group members ▪ Assign tasks to group members with unique talents to contribute to the task ▪ Establish clear procedures for making decisions ▪ Team members support each other and share information ▪ Stay focused on the task at hand and make productive use of meeting time ▪ Resolve conflict through open discussion and compromise	***Rubrics are used to assess:*** ***Student Learning Portfolio:*** Students prepare a portfolio during their capstone class every fall and spring semester in accordance with the requirements described in the *MPA Program Student Handbook.* Students complete a reflective essay and attach an example of a work product that best demonstrates their competency. These materials are then assessed using a rubric. ***Capstone project***: Students are required to prepare a capstone project report and make a public presentation of their findings. When the capstone experience utilizes group projects, the rubrics that correspond to this competency will be used to assess team performance.	***Annually:*** This SLO is assessed on an annual basis using a random sample of the student learning portfolios. When the capstone experience involves a group project, the group experience will also be assessed using the corresponding rubrics.	***Faculty Retreat:*** The MPA faculty hold an annual retreat (typically in May) to discuss all of the assessment results for the prior academic year. The MPA faculty then determines if any changes are needed to the MPA program or the curriculum. ***SACS & NASPAA Annual Assessment Report:*** This report summarizes the assessment findings and documents any recommended changes to the MPA program or its curriculum.
		Students demonstrate they can: ▪ Participate and attend meetings ▪ Make a meaningful contribution to group efforts ▪ Complete assigned tasks in a timely manner and meet deadlines ▪ Assists others in completing their tasks if needed ▪ Seek input from others in the group and	***Rubrics are used to assess:*** ***Student Learning Portfolio:*** Students prepare a portfolio during their capstone class every fall and spring semester in accordance with the requirements described in the *MPA Program*	***Annually:*** This SLO is assessed on an annual basis using a random sample of the student learning portfolios. When the capstone experience involves a group project, the group experience will	***Faculty Retreat:*** The MPA faculty hold an annual retreat (typically in May) to discuss all of the assessment results for the prior academic year. The MPA faculty then determines if any

| | | listen to ideas
• Treat other team members with respect
• Cooperate with other members to complete tasks | *Student Handbook.* Students complete a reflective essay and attach an example of a work product that best demonstrates their competency. These materials are then assessed using a rubric.

Capstone project: Students are required to prepare a capstone project report and make a public presentation of their findings. When the capstone experience utilizes group projects, the rubrics that correspond to this competency will be used to assess team performance. | also be assessed using the corresponding rubrics. | changes are needed to the MPA program or the curriculum.

SACS & NASPAA Annual Assessment Report: This report summarizes the assessment findings and documents any recommended changes to the MPA program or its curriculum. |
| | | ***Students demonstrate:***
• A broad understanding of cultural diversity including age, race, gender, nationality, etc.)
• Personal growth, changes in attitude, or a commitment to diversity in personal and/or professional life | ***See the public values competency section*** | ***See the public values competency section*** | ***See the public values competency section*** |

Assessing Competencies in the MPA Programs Concentrations

Concentration: Coastal Planning and Management

Learning Outcomes	Course Coverage	Indicators (Rubric Components)	Evidence collected	Timing	Analysis & Reporting
▪ Demonstrate an ability to define, frame, and think critically about coastal problems and their societal significance; ▪ Demonstrate an ability to utilize different theories and decision tools to identify and analyze policy alternatives that address coastal problems; ▪ Demonstrate an ability to communicate the results of this analysis of coastal problems in a manner that is accurate, clear, concise, and persuasive while also being tailored to the audience's expertise and needs.	*Required* ▪ PLS 521 ▪ PLS 527 *Electives* ▪ EVS 520 ▪ EVS 570 ▪ EVS 572 ▪ GGY 526 ▪ GGY 578 ▪ GLY 558 ▪ PLS 513 ▪ PLS 524 ▪ PLS 528 ▪ PLS 543 ▪ ECN 525 ▪ ECN 530	*Use the following rubrics to examine student performance in terms of analyzing coastal management problems:* ▪ Critical Thinking (first 2 rubrics) ▪ Policy Process (both rubrics ▪ Communication (writing rubric) *In addition, when analyzing coastal management problems students demonstrate they can:* ▪ Understand the competing interests and values associated with coastal management and land use issues ▪ Understand the role that science plays in the policy process ▪ Identify appropriate institutions and their role in addressing coastal management problems ▪ Apply economic concepts to identify and frame coastal management problems ▪ Understand the wide range of policy instruments available for addressing coastal management problems ▪ Formulate recommendations for addressing coastal management problems	*Rubrics are used to assess*: *Student Learning Portfolio:* Students prepare a portfolio during their capstone class every fall and spring semester in accordance with the requirements described in the *MPA Program Student Handbook*. Students complete a reflective essay and attach one or more examples of a work product that best demonstrates their competency. These materials are then assessed using a rubric. While the student learning portfolios all contain this section on an annual basis, we will assess the concentrations every other year on a fixed schedule.	*Every 2 years:* Every other year (academic years beginning with even numbers starting in 2012 - 2014) a random sample of the student learning portfolios from the prior two years will be reviewed by the assessment committee and scored using the corresponding rubric. These results are shared with the MPA faculty and discussed during an annual retreat to determine if any actions are warranted.	*Faculty Retreat:* The MPA faculty hold an annual retreat (typically in May) to discuss all of the assessment results for the prior academic year. Each year we will review half of the concentrations. The MPA faculty then determines if any changes are needed to the MPA program or the curriculum. *SACS & NASPAA Annual Assessment Report:* This report summarizes the assessment findings and documents any recommended changes to the MPA program or its curriculum.

Concentration: Environmental Policy and Management

Learning Outcomes	Course Coverage	Indicators (Rubric Components)	Evidence collected	Timing	Analysis & Reporting
▪ Demonstrate an ability to define, frame, and think critically about environmental problems and their societal significance; ▪ Demonstrate an ability to utilize different theories and decision tools to identify and analyze policy alternatives that address environmental problems; ▪ Demonstrate an ability to communicate the results of this analysis of environmental problems in a manner that is accurate, clear, concise, and persuasive while also being tailored to the audience's expertise and needs.	*Required* ▪ PLS 543 & one of ▪ EVS 540 ▪ EVS 570 ▪ EVS 564 *Electives* ▪ PLS 521 ▪ ECN 525 ▪ ECN 530	*Use the following rubrics to examine student performance in terms of analyzing environmental policy problems:* • Critical Thinking (first 2 rubrics) • Policy Process (both rubrics • Communication (writing rubric) *In addition, when analyzing environmental policy problems students demonstrate they can:* ▪ Understand the competing interests and values associated with an environmental policy issue ▪ Understand the role that science plays in the policy process ▪ Identify appropriate institutions and their role in addressing environmental policy problems ▪ Apply economic concepts to identify and frame environmental policy problems ▪ Understand the wide range of policy instruments available for addressing environmental policy problems ▪ Formulate recommendations for addressing environmental policy problems	*Rubrics are used to assess***:** *Student Learning Portfolio:* Students prepare a portfolio during their capstone class every fall and spring semester in accordance with the requirements described in the *MPA Program Student Handbook.* Students complete a reflective essay and attach one or more examples of a work product that best demonstrates their competency. These materials are then assessed using a rubric. While the student learning portfolios all contain this section on an annual basis, we will assess the concentrations every other year on a fixed schedule.	*Every 2 years:* *E*very other year (academic years beginning with even numbers starting in 2012 - 2014) a random sample of the student learning portfolios from the prior two years will be reviewed by the assessment committee and scored using the corresponding rubric. These results are shared with the MPA faculty and discussed during an annual retreat to determine if any actions are warranted.	*Faculty Retreat:* The MPA faculty hold an annual retreat (typically in May) to discuss all of the assessment results for the prior academic year. Each year we will review half of the concentrations. The MPA faculty then determines if any changes are needed to the MPA program or the curriculum. *SACS & NASPAA Annual Assessment Report:* This report summarizes the assessment findings and documents any recommended changes to the MPA program or its curriculum.

Concentration: Marine Policy

Learning Outcomes	Course Coverage	Indicators (Rubric Components)	Evidence collected	Timing	Analysis & Reporting
▪ Demonstrate an ability to define, frame, and think critically about marine problems and their societal significance; ▪ Demonstrate an ability to utilize different theories and decision tools to identify and analyze policy alternatives that address marine policy problems; ▪ Demonstrate an ability to communicate the results of this analysis of marine policy problems in a manner that is accurate, clear, concise, and persuasive while also being tailored to the audience's expertise and needs.	*Required* ▪ PLS 543 ▪ ECN 525 *Electives* ▪ EVS 570 ▪ PLS 521 ▪ PLS 524	*Use the following rubrics to examine student performance in terms of analyzing marine policy problems:* ▪ Critical Thinking (first 2 rubrics) ▪ Policy Process (both rubrics ▪ Communication (writing rubric) *In addition, when analyzing marine policy problems students demonstrate they can:* ▪ Understand the competing interests and values associated with a marine policy issue ▪ Understand the role that science plays in the policy process ▪ Identify appropriate institutions and their role in addressing marine policy problems ▪ Apply economic concepts to identify and frame marine policy problems ▪ Understand the wide range of policy instruments available for addressing marine policy problems ▪ Formulate recommendations for addressing marine policy problems	*Rubrics are used to assess*: *Student Learning Portfolio:* Students prepare a portfolio during their capstone class every fall and spring semester in accordance with the requirements described in the *MPA Program Student Handbook*. Students complete a reflective essay and attach one or more examples of a work product that best demonstrates their competency. These materials are then assessed using a rubric. While the student learning portfolios all contain this section on an annual basis, we will assess the concentrations every other year on a fixed schedule.	*Every 2 years:* Every other year (academic years beginning with even numbers starting in 2012 - 2014) a random sample of the student learning portfolios from the prior two years will be reviewed by the assessment committee and scored using the corresponding rubric. These results are shared with the MPA faculty and discussed during an annual retreat to determine if any actions are warranted.	*Faculty Retreat:* The MPA faculty hold an annual retreat (typically in May) to discuss all of the assessment results for the prior academic year. Each year we will review half of the concentrations. The MPA faculty then determines if any changes are needed to the MPA program or the curriculum. *SACS & NASPAA Annual Assessment Report:* This report summarizes the assessment findings and documents any recommended changes to the MPA program or its curriculum.

Concentration: Nonprofit Management

Learning Outcomes	Course Coverage	Indicators (Rubric Components)	Evidence collected	Timing	Analysis & Reporting
▪ Demonstrate an ability to define, frame, and think critically about the relationship between nonprofit organizations and their unique roles as private partners in public governance; ▪ Demonstrate an ability to utilize different strategic decision making tools to identify and analyze management challenges necessary to pursue organizational goals and develop strategies to develop and manage necessary resources; ▪ Demonstrate an ability to effectively communicate organizational issues to a diverse set of organizational stakeholders, in a manner that is accurate, clear, concise, and persuasive while also being tailored to varied audiences' expertise and needs.	*Required* ▪ PLS 530 ▪ PLS 531 ▪ PLS 533 *Electives* ▪ PLS 532 ▪ PLS 507 ▪ PLS 508 ▪ PLS 542	*Student demonstrates they can:* ▪ Critical Thinking (first rubric) ▪ Lead and manage (both rubrics) ▪ Communication (writing rubric) *In addition, nonprofit students demonstrate they can:* ▪ Formulate a mission statement for a nonprofit organization ▪ Identify the important organizational resources needed to maintain and improve performance ▪ Understand how to respond to changes in important contextual factors (internal and external) that influence the management within a nonprofit organization ▪ Explain and describe cross-boundary and networked relationships involved in managing nonprofit organizations	*Rubrics are used to assess*: *Student Learning Portfolio:* Students prepare a portfolio during their capstone class every fall and spring semester in accordance with the requirements described in the *MPA Program Student Handbook*. Students complete a reflective essay and attach one or more examples of a work product that best demonstrates their competency. These materials are then assessed using a rubric. While the student learning portfolios all contain this section on an annual basis, we will assess the concentrations every other year on a fixed schedule.	*Every 2 years:* Every other year (academic years beginning with odd numbers starting in 2013 - 2014) a random sample of the student learning portfolios from the prior two years will be reviewed by the assessment committee and scored using the corresponding rubric. These results are shared with the MPA faculty and discussed during an annual retreat to determine if any actions are warranted.	*Faculty Retreat:* The MPA faculty hold an annual retreat (typically in May) to discuss all of the assessment results for the prior academic year. Each year we will review half of the concentrations. The MPA faculty then determines if any changes are needed to the MPA program or the curriculum. *SACS & NASPAA Annual Assessment Report:* This report summarizes the assessment findings and documents any recommended changes to the MPA program or its curriculum.

Concentration: Public Management

Learning Outcomes	Course Coverage	Indicators (Rubric Components)	Evidence collected	Timing	Analysis & Reporting
▪ Demonstrate an ability to define, frame, and think critically key issues encountered in the administration of local government and the various stakeholders it deals with; ▪ Demonstrate an ability to utilize different theories and decision tools to identify and analyze management and governance problems; ▪ Demonstrate an ability to communicate the results of this analysis to public, private, and nonprofit sector actors, as well as to individual citizens.	*Required* ▪ PLS 517 ▪ PLS 542 *Electives* ▪ CRM 507 ▪ CRM 585 ▪ SOC 507 ▪ PLS 506 ▪ PLS 507 ▪ PLS 508 ▪ PLS 509 ▪ PLS 514 ▪ PLS 515 ▪ PLS 516 ▪ PLS 528 ▪ PLS 530 ▪ PLS 541 ▪ SOC 520 ▪ SOC 584 ▪ MBA 550 ▪ MBA 551 ▪ MSA 503 ▪ ECN 528	*Use the following rubrics to examine student performance in terms of analyzing public management problems:* ▪ Critical Thinking (first rubric) ▪ Lead and manage (both rubrics) ▪ Communication (writing rubric) *In addition, when analyzing public management problems students demonstrate they can:* ▪ Formulate a mission statement for a public organization ▪ Identify the important organizational resources needed to maintain and improve performance ▪ Understand how to respond to changes in important contextual factors (internal and external) that influence the management within a public organization ▪ Explain and describe cross-boundary and networked relationships involved in managing public organizations	*Rubrics are used to assess*: *Student Learning Portfolio:* Students prepare a portfolio during their capstone class every fall and spring semester in accordance with the requirements described in the *MPA Program Student Handbook*. Students complete a reflective essay and attach one or more examples of a work product that best demonstrates their competency. These materials are then assessed using a rubric. While the student learning portfolios all contain this section on an annual basis, we will assess the concentrations every other year on a fixed schedule.	*Every 2 years:* A sample of the student learning portfolios completed during the prior 2 academic years is selected for review by the assessment committee using rubrics containing these and other indicators. These results are shared with the MPA faculty.	*Faculty Retreat:* The MPA faculty hold an annual retreat (typically in May) to discuss all of the assessment results for the prior academic year. Each year we will review half of the concentrations. The MPA faculty then determines if any changes are needed to the MPA program or the curriculum. *SACS & NASPAA Annual Assessment Report:* This report summarizes the assessment findings and documents any recommended changes to the MPA program or its curriculum.

Concentration: Public Policy Analysis

Learning Outcomes	Course Coverage	Indicators (Rubric Components)	Evidence collected	Timing	Analysis & Reporting
▪ Demonstrate an ability to utilize analytical tools to analyze, present, and interpret data in order to frame policy problems and make decisions; ▪ Demonstrate an understanding of economic concepts used to analyze policy problems and make decisions; ▪ Demonstrate a familiarity with the methodology used to evaluate the impacts of policies and programs	*Required* ▪ PLS 506 ▪ PLS 541 *Electives* ▪ PLS 513 ▪ PLS 521 ▪ PLS 524 ▪ PLS 527 ▪ PLS 543 ▪ PLS 544 ▪ PLS 526 ▪ PLS 562 ▪ ECN 525 ▪ ECN 530 ▪ ECN 528	*Use the following rubrics to examine student performance in terms of analyzing their final projects included in their portfolios:* ▪ Critical Thinking (first 2 rubrics) ▪ Policy Process (both rubrics ▪ Communication (writing rubric) *In addition, when analyzing public policy problems, students demonstrate they can:* ▪ Use economic concepts to identify policy problems ▪ Use economic concepts to identify rationales for government intervention ▪ Understand different policy instruments available for addressing policy problems ▪ Formulate and evaluate alternatives that can address a policy problem ▪ Make recommendations for addressing a policy problem and provide some guidance for their implementation ▪ Develop a logic model for understanding how a program operates ▪ Develop a research design for evaluating the impacts of a program	*Rubrics are used to assess*: *Student Learning Portfolio:* Students prepare a portfolio during their capstone class every fall and spring semester in accordance with the requirements described in the *MPA Program Student Handbook*. Students complete a reflective essay and attach one or more examples of a work product that best demonstrates their competency. These materials are then assessed using a rubric. While the student learning portfolios all contain this section on an annual basis, we will assess the concentrations every other year on a fixed schedule.	*Every 2 years:* A sample of the student learning portfolios completed during the prior 2 academic years is selected for review by the assessment committee using rubrics containing these and other indicators. These results are shared with the MPA faculty.	*Faculty Retreat:* The MPA faculty hold an annual retreat (typically in May) to discuss all of the assessment results for the prior academic year. Each year we will review half of the concentrations. The MPA faculty then determines if any changes are needed to the MPA program or the curriculum. *SACS & NASPAA Annual Assessment Report:* This report summarizes the assessment findings and documents any recommended changes to the MPA program or its curriculum.

Concentration: Urban and Regional Policy and Planning

Learning Outcomes	Course Coverage	Indicators (Rubric Components)	Evidence collected	Timing	Analysis & Reporting
▪ Demonstrate an ability to define, frame, and think critically about urban land use problems and their societal significance; ▪ Demonstrate an ability to utilize different theories and decision tools to identify and analyze policy alternatives that address urban and regional policy problems; ▪ Demonstrate an ability to communicate the results of this analysis of address urban and regional policy problems in a manner that is accurate, clear, concise, and persuasive while also being tailored to the audience's expertise and needs.	*Required* ▪ PLS 513 ▪ PLS 527 *Electives* ▪ GGY 524 ▪ PLS 506 ▪ PLS 514 ▪ PLS 521 ▪ PLS 526 ▪ PLS 528 ▪ PLS 541 ▪ PLS 547 ▪ ECN 528 ▪ SOC 520	*Student demonstrates they can:* ▪ Critical Thinking (first 2 rubrics) ▪ Policy Process (both rubrics) ▪ Communication (writing rubric) *In addition, when analyzing urban and regional policy problems, students demonstrate they can:* ▪ Understand the competing interests and values associated with urban and regional policy and land use issues ▪ Identify appropriate institutions and their role in addressing urban and regional policy and land use issues ▪ Understand the wide range of policy instruments available for addressing urban and regional policy and land use issues ▪ Make recommendations for addressing a addressing urban and regional policy and land use provide some guidance for their implementation	*Rubrics are used to assess:* *Student Learning Portfolio:* Students prepare a portfolio during their capstone class every fall and spring semester in accordance with the requirements described in the *MPA Program Student Handbook*. Students complete a reflective essay and attach one or more examples of a work product that best demonstrates their competency. These materials are then assessed using a rubric. While the student learning portfolios all contain this section on an annual basis, we will assess the concentrations every other year on a fixed schedule.	*Every 2 years:* Every other year (academic years beginning with even numbers starting in 2012 - 2014) a random sample of the student learning portfolios from the prior two years will be reviewed by the assessment committee and scored using the corresponding rubric. These results are shared with the MPA faculty and discussed during an annual retreat to determine if any actions are warranted.	*Faculty Retreat:* The MPA faculty hold an annual retreat (typically in May) to discuss all of the assessment results for the prior academic year. Each year we will review half of the concentrations. The MPA faculty then determines if any changes are needed to the MPA program or the curriculum. *SACS & NASPAA Annual Assessment Report:* This report summarizes the assessment findings and documents any recommended changes to the MPA program or its curriculum.

Appendix B: Assessing Program Outcomes

Program Outcomes	Linkage to Mission or NASPAA Standard	Evidence collected	Outcome Measures	Analysis & Reporting
1.0 Administrative & Governance Capacity: The MPA program will maintain and administrative and governance capacity sufficient to fulfill its mission				
MPA PO 1.1: MPA faculty and properly credentialed part-time faculty are available to deliver a sufficient number of courses to serve MPA students	*MPA Program Mission:* consistent with the focus on advancing effective public governance through the education of future leaders *NASPAA Standards 2.2, 3.1* **UNCW Strategic Goal II**	*Data Collected Includes:* ▪ Class schedules and enrollment data	*Goals, Performance Measures, and Trends:* ▪ A faculty nucleus of at least 5 faculty members exists to teach courses ▪ % of sections of core classes delivered by part-time instructors ▪ % of sections of core classes delivered by part-time instructors ▪ # of violations of the MPA Program's teaching load policy ▪ # of students taught in excess of normal load without compensation (internships, DIS, etc.)	*Information Management:* Information is collected and maintained in separate databases on campus (e.g., Banner, AY – the application system, institutional research). MPA director compiles data and maintains various Excel spreadsheets to synthesize these data, monitor trends over time, and provide data for reporting purposes *Faculty Retreat:* The MPA faculty holds a retreat at the start of each Academic Year to discuss the program outcome data and determine if any actions are needed. *Community Advisory Board*: Data is reported and discussed with the Community Advisory Board on a semi-annual basis. *SACS:* Assessment data and actions are described in SACS Assessment Plan & Report. *NASPAA*::Enrollment data is reported to NASPAA on an annual basis.

MPA PO 1.2: Maintain a balance in the MPA trust fund accounts sufficient to fund regular program operations for a 2 – 3 year period	*MPA Program Mission:* consistent with the focus on advancing effective public governance through the education of future leaders *NASPAA Standards 6.1.a*	*Data Collected Includes:* ▪ Budget reports	*Goals, Performance Measures, and Trends:* ▪ Track balance at the start of each academic year (Goal - > than $10,000) ▪ Track total spending each academic year	*Information Management:* Information is collected and maintained in separate databases on campus (e.g., Banner, AY – the application system, institutional research). MPA director gets regular budget updates and monitors the balance in the accounts. *Faculty Meetings and Retreat:* The MPA Director provides updates on the fiscal health during faculty meetings as needed. Our fiscal health is also discussed at the start of each academic year. The account balances are not reported to the community advisory board or SACS.
MPA PO 1.3: Maintain adequate administrative capacity to recruit/admit students, manage program operations, and provide necessary student support services	*MPA Program Mission:* consistent with the focus on advancing effective public governance *NASPAA Standards 6.1.b, 6.1.c* **UNCW Strategic Goal I, Objective 7**	*Data Collected Includes:* ▪ Recruitment and admissions data ▪ Annual budgets and allocations of AA FTE, GTAs, etc. ▪	*Goals, Performance Measures, and Trends:* ▪ Track resources dedicated specifically to support the MPA program (budget, GTAs, AA FTEs, etc.) ▪ Recruitment and admissions data (see above)	*Information Management:* Recruitment and admissions data is tracked separately (see below) and these provide a general indicator of whether these activities are successful. We get an annual letter from the graduate school indicating the level of support in terms of GTAs, however, this has remained unchanged for several years. There is no dedicated program budget or AA support to track. Faculty Retreat: Since there is little change in the number of GTAs and there is no dedicated program budget, no trends are reported. Instead, faculty discuss ways we can improve given our current resources and make periodic requests for additional resources.

| **MPA PO 1.4:** Maintain average class sizes of around 15 students with core classes slightly larger and concentration and elective classes slightly smaller | *MPA Program Mission:* consistent with the focus on advancing effective public governance through the education of future leaders

NASPAA Standard 5, 6.1.d

UNCW Strategic Goal 1, Objectives 1 & 2 | *Data Collected Includes:*
▪ Classroom enrollments by for each course in each semester and the summer sessions | *Goals, Performance Measures, and Trends:*
▪ Average class size for core classes (Goal is 17 – 25 students)
▪ Average class size for skill-based elective (17 – 25 students
▪ Average class size for electives (Goal is 10 – 15 students)
▪ Average for each concentration class (Goal is 8 – 12 students) | *Information Management:* Information is collected and maintained in separate databases on campus (e.g., Banner, AY – the application system, institutional research). MPA director compiles data and maintains various Excel spreadsheets to synthesize these data, monitor trends over time, and provide data for reporting purposes

Faculty Retreat: The MPA faculty hold a retreat at the start of each Academic Year to discuss the program outcome data and determine if any actions are needed

Community Advisory Board: Data is reported and discussed with the Community Advisory Board on a semi-annual basis.

SACS: Assessment data and actions are described in SACS Assessment Plan & Report.

NASPAA::Enrollment data is reported to NASPAA on an annual basis. |

2.0 Faculty Performance: The MPA Program shall maintain a diverse faculty who are effective teachers, are involved in academic research, participate in scholarly activity, and provide service to their community and profession

MPA PO 2.1: Faculty provide effective classroom instruction	*MPA Program Mission:* consistent with the focus on advancing effective public governance through the education of future leaders *NASPAA Standards 3.1, 5* **UNCW Strategic Goal I, Objectives 1, 2, and 7**	*Data Collected Includes:* ▪ Questions in student exit survey ▪ SPOTs	*Goals, Performance Measures, and Trends:* ▪ % of students rating the overall quality of MPA faculty as "good" or "excellent" ▪ % of students who agreed with the statement that the faculty provided effective classroom discussion. ▪	*PIA Annual review process:* Results of end of course student surveys (SPOTs) are reported to individual faculty and the Chair, who works individually with faculty when problems are detected. Teaching activities over the prior three-year period are also reviewed during the annual peer evaluation process. If particular problems with classroom instruction are observed, the chair meets with the faculty member to develop a plan to improve their instruction. SPOT data is not available to the MPA director but is reported to the Chair. *Exit Survey:* a new exit survey for MPA students will be administered for the first time in Spring '12. This will include questions that will allow for improved monitoring of trends in the future. *Faculty Retreat:* The MPA faculty hold a retreat at the start of each Academic Year to discuss the program outcome data and determine if any actions are needed
MPA PO 2.2: Adjunct and part-time faculty are properly credentialed and effective in the classroom	*MPA Program Mission:* consistent with the focus on advancing effective public governance through the education of future leaders *NASPAA Standards 3.1, 5* **UNCW Strategic Goal I, Objectives 1, 2, & 7**	*Data Collected Includes:* ▪ MPA Director/Chair review data from resume ▪ Classroom visitation reports ▪ SPOTs	*Goals, Performance Measures, and Trends:* ▪ % of students rating quality of part-time instructors as "good" or "excellent" ▪ SPOT question 16 ratings of 5 or higher ▪ % of part-time faculty who need an exception to their credentialing process pursuant to SACS or MPA policies	*UNCW credentialing process:* The MPA program strives to hire part-time lecturers that are consistent with its credentialing policy. All part-time faculty (i.e., lecturers) also undergo a credentialing process. This ensures that the faculty satisfies our SACS requirements. Part-time faculty(tenure-track and tenured) also teach in the MPA program from time to time- The MPA Director and Chair ensure they are properly credentialed to teach the subject matter. *PIA Annual review process:* The Chair reviews the effectiveness of all faculty including lecturers as part of the annual review process.

MPA PO 2.3: Faculty are involved in academic research and scholarly activity (broadly defined)	*MPA Program Mission:* consistent with the focus on advancing effective public governance through research *NASPAA Standards 3.1, 3.3* **UNCW Strategic Goal II, Objective 3**	*Data Collected Includes:* ▪ Digital measures reports for faculty productivity in research and scholarly activity during the previous 3 years. ▪	*Goals, Performance Measures, and Trends:* ▪ Faculty receive scores of satisfactory or above for research on their annual reviews ▪ Faculty productivity is sufficient to achieve tenure or a "satisfactory" on post tenure review ▪ Faculty maintain their credentials as graduate faculty	*PIA Annual review process:* All PIA faculty participate in an annual review process that assesses their research productivity over the prior three-year period. The Annual review Committee provides an assessment. The chair renders his determination as well and works with individual faculty to resolve any identified problems. Research productivity is tracked using the digital measures system, to which only the Chair has access.
MPA PO 2.4: Faculty are involved in service to their community and profession	*MPA Program Mission:* consistent with the focus on advancing effective public governance and strengthening communities *NASPAA Standards 3.1, 3.3* **UNCW Strategic Goal II, Objective 4 and Goal V, Objective 4**	*Data Collected Includes:* ▪ Digital measures reports for faculty productivity in research and scholarly activity during the previous 3 years.	*Goals, Performance Measures, and Trends:* ▪ Faculty receive scores of satisfactory or above for service on their annual reviews ▪ Faculty service is sufficient to achieve tenure or a "satisfactory" on post tenure review	*PIA Annual review process:* All PIA faculty participate in an annual review process that assesses their service over the prior three-year period. The Annual review Committee provides an assessment. The chair renders his determination as well and works with individual faculty to resolve any identified problems. Research productivity is tracked using the digital measures system, to which only the Chair has access.

3.0 Regional Engagement: The MPA program and its faculty and students will work to advance public governance through education, training, and service that strengthens our communities

MPA PO 3.1: Faculty participate in regional engagement activities (broadly defined)	*MPA Program Mission:* consistent with the focus on advancing effective public governance, educating future leaders, and strengthening communities in southeastern NC and beyond. *NASPAA Standard 3.1, 3.3* **UNCW Strategic Goal V, Objective 4**	*Data Collected Includes:* ▪ Digital measures reports for faculty productivity in research and scholarly activity during the previous 3 years. ▪	*Goals, Performance Measures, and Trends:* ▪ # of participants in the Academy of Strategic Management ▪ # of community lectures ▪	*PIA Annual review process:* All PIA faculty participate in an annual review process that assesses their service over the prior three-year period. The Annual review Committee provides an assessment. The chair renders his determination as well and works with individual faculty to resolve any identified problems. Service activities are tracked using the digital measures system, to which only the Chair has access.
MPA PO 3.2: Faculty provide training to professionals in the community	*MPA Program Mission:* consistent with the focus on advancing effective public governance and educating future leaders. *NASPAA Standard 3.1, 3.3* **UNCW Strategic Goal V, Objective 4**	*Data Collected Includes:* ▪ Digital measures reports for faculty productivity in research and scholarly activity during the previous 3 years. ▪		*PIA Annual review process:* All PIA faculty participate in an annual review process that assesses their service over the prior three-year period. The Annual review Committee provides an assessment. The chair renders his determination as well and works with individual faculty to resolve any identified problems. Service activities are tracked using the digital measures system, to which only the Chair has access.

4.0 Recruitment & Enrollment: The MPA program will maintain enrollments that are diverse and reflect a commitment to public service that strengthens communities

| **MPA PO 4.1:** Maintain graduate student enrollments of at least 70 students while maintaining or improving the quality of incoming students | *MPA Program Mission:* consistent with the focus on educating future leaders and strengthening communities in southeastern NC and beyond.

NASPAA Standard 4.1, 4.2

UNCW Strategic Goal I, Objective 7 | *Data Collected Includes:*
▪ Applicant GPA
▪ Applicant GREs (V, Q, A, Total)
▪ Application Numbers
▪ Classroom enrollments by semester
▪ Student credit hours (SCH) for each semester,
▪ Graduates | *Goals, Performance Measures, and Trends:*
▪ Average GPA (goal - Ave of 3.3 for admits).
▪ Average GRE (goal – 1,000 or 297 combined for admits)
▪ Applications submitted (goal – 50)
▪ Applications completed (goal – 40)
▪ Application decisions (IE, AC, I, W)
▪ Applications paying enrollment deposit (IE) (goal – 30)
▪ Combined enrollments by semester and individual courses (goal is to exceed 70 students)
▪ Student credit hours by semester and year (goal – generate at least 1,000 hours)
▪ Graduates & Total Alumni | *Information Management:* Information is collected and maintained in separate databases on campus (e.g., Banner, AY – the application system, institutional research). MPA director compiles data and maintains various Excel spreadsheets to synthesize these data, monitor trends over time, and provide data for reporting purposes

Faculty Retreat: The MPA faculty hold a retreat at the start of each Academic Year to discuss the program outcome data and determine if any actions are needed

Community Advisory Board: Data is reported and discussed with the Community Advisory Board on a semi-annual basis.

SACS: Assessment data and actions are described in SACS Assessment Plan & Report.

NASPAA::Enrollment data is reported to NASPAA on an annual basis. |

MPA PO 4.2: Maintain a student body that includes a balance of full- and part-time students	***MPA Program Mission:*** consistent with the focus on educating future leaders and strengthening communities in southeastern NC and beyond. ***NASPAA Standard 4.1, 4.2*** **UNCW Strategic Goal V, Objective 4**	***Data Collected Includes:*** ▪ Application Information ▪ Enrollment Information	***Goals, Performance Measures, and Trends:*** ▪ Goal is to have a balance of pre-service and working professionals ▪ Application %'s (F, P) ▪ Enrollment information (9+hours, 6 hours, 3 hours, total F vs. total P) ▪ Goal is to maintain part-time enrollments that are between 30 and 60 % of the total enrollments	***Information Management:*** Information is collected and maintained in separate databases on campus (e.g., Banner, AY – the application system, institutional research). MPA director compiles data and maintains various Excel spreadsheets to synthesize these data, monitor trends over time, and provide data for reporting purposes ***Faculty Retreat:*** The MPA faculty hold a retreat at the start of each Academic Year to discuss the program outcome data and determine if any actions are needed ***Community Advisory Board***: Data is reported and discussed with the Community Advisory Board on a semi-annual basis. ***SACS:*** Assessment data and actions are described in SACS Assessment Plan & Report. *NASPAA*::Enrollment data is reported to NASPAA on an annual basis.

| **MPA PO 4.3:** Maintain a diverse student population that meets or exceeds the UNCW graduate student population | *MPA Program Mission:* consistent with the focus on educating future leaders and strengthening communities in southeastern NC and beyond.

NASPAA Standard 4.4

UNCW Strategic Goal III, Objective 1 | *Data Collected Includes:*
▪ Applicant - gender
▪ Applicant - race
▪ Applicant – military & military dependent
▪ Applicant – age
▪ Applicant – time since BA degree
▪ Enrollment data – gender
▪ Enrollment data – race | *Goals, Performance Measures, and Trends:*
▪ % Male vs. Female (goal - > than 50% Female)
▪ % African American (goal - > graduate school, CAS, and peers)
▪ % Hispanic (goal - > graduate school, CAS, and peers)
▪ % total minority (goal - > graduate school, CAS, and peers)
▪ % Asian (no goal)
▪ Average age of entering class
▪ Maintain entering class with at least 30% non-traditional students (at least 5+ years since last degree) | *Information Management:* Information is collected and maintained in separate databases on campus (e.g., Banner, AY – the application system, institutional research). MPA director compiles data and maintains various Excel spreadsheets to synthesize these data, monitor trends over time, and provide data for reporting purposes

Faculty Retreat: The MPA faculty hold a retreat at the start of each Academic Year to discuss the program outcome data and determine if any actions are needed

Community Advisory Board: Data is reported and discussed with the Community Advisory Board on a semi-annual basis.

SACS: Assessment data and actions are described in SACS Assessment Plan & Report.

NASPAA::Enrollment data is reported to NASPAA on an annual basis. |

5.0 Student Support Services: The MPA Program will provide student support services (e.g., advising, assistance with internship placement, career counseling, job search assistance) that allow students to complete their degrees in a timely fashion and advance their careers in public service				
MPA PO 5.1: Students complete MPA degrees in a timely manner	*MPA Program Mission:* consistent with the focus on educating future leaders. *NASPAA Standard 4.3* **UNCW Strategic Goal I, Objectives 1 & 10**	*Data Collected Includes:* ▪ Study Year-5, -4, -3, -2, data ▪ Graduation data	*Goals, Performance Measures, and Trends:* ▪ % of full-time students completing degree within 2 years (goal – 80 %) ▪ % of part-time students completing degree within 3 years (goal – 75%) ▪ % of all students completing degree within 5 years (goal – 90%) ▪ # of graduates each Academic Year (goal - > than 25 students per year)	*Information Management:* Information is collected and maintained in separate databases on campus (e.g., Banner, AY – the application system, institutional research). MPA director compiles data and maintains various Excel spreadsheets to synthesize these data, monitor trends over time, and provide data for reporting purposes *Faculty Retreat:* The MPA faculty hold a retreat at the start of each Academic Year to discuss the program outcome data and determine if any actions are needed *Community Advisory Board*: Data is reported and discussed with the Community Advisory Board on a semi-annual basis. *SACS:* Admissions trends are reported as part of the SACS Assessment Plan & Report. *NASPAA*::Enrollment and degrees conferred data is reported to NASPAA on an annual basis. *Needed improvements*: Banner does not easily allow us to track the data in a manner that allows us to report the self-study percentages.

MPA PO 5.2: Faculty provide effective advising to students and assist with internship and job placement	*MPA Program Mission:* consistent with the focus on educating future leaders. *NASPAA Standard 4.3* **UNCW Strategic Goal I, Objectives 1 & 10 and Goal V, Objective 3**	*Data Collected Includes:* ▪ Questions in student exit survey (planned for '12 – '13 academic year)	*Goals, Performance Measures, and Trends:* ▪ % of students rating faculty curriculum advising as "good" or "excellent" ▪ % of students rating faculty assistance in internship placement as "good" or "excellent" ▪ % of faculty rating faculty assistance in job placement as "good" or "excellent"	*Exit Survey:* a new exit survey for MPA students will be administered for the first time in Spring '12. This will include questions that will allow for improved monitoring of trends in the future. *Faculty Retreat:* The MPA faculty hold a retreat at the start of each Academic Year to discuss the program outcome data and determine if any actions are needed *Community Advisory Board*: Data is reported and discussed with the Community Advisory Board on a semi-annual basis.
MPA PO 5.3: Students are placed in internships that provide opportunities for applied learning and regional engagement	*MPA Program Mission:* consistent with the focus on educating future leaders and strengthening communities in southeastern NC and beyond. *NASPAA Standard 4.3, 6.1.c* **UNCW Strategic Goal I, Objectives 1 & 10 and Goal V, Objectives 3 & 4**	*Data Collected Includes:* ▪ Questions in student exit survey (planned for '12 – '13 academic year) ▪ Internship placement database	*Goals, Performance Measures, and Trends:* ▪ % of students indicating that there internship was "mostly appropriate" or "very appropriate" given their future professional and career objectives ▪ % of students with paid internships (goal – 75% are paid) ▪ % of students with internships in our immediate 3 county service region (goal – 85%) ▪ % of students with internship placements in government or nonprofit organizations (goal – 90%)	*Information Management:* A database of internship placements has been maintained for a period of time. It is being modified in 2012 to include some additional information that will be tracked and monitored over time (e.g., paid vs. unpaid) and will have some new categories to facilitate reporting of the type of placement to be consistent with NASPAA's new self-study guidelines. *Faculty Retreat:* The MPA faculty hold a retreat at the start of each Academic Year to discuss the program outcome data and determine if any actions are needed *Community Advisory Board*: Data is reported and discussed with the Community Advisory Board on a semi-annual basis.

| MPA PO 5.4: Students receive assistance with career counseling and job placement | *MPA Program Mission:* consistent with the focus on educating future leaders

NASPAA Standard 4.3, 6.1.c

UNCW Strategic Goal Goal I, Objectives 1 & 10 | *Data Collected Includes:*
▪ Questions in student exit survey (planned for '12 – '13 academic year)
▪ Follow-up job placement survey post-6 months (planned for '12 – '13 academic year)
▪ Periodic alumni survey data (planned for '12 – '13 academic year) | *Goals, Performance Measures, and Trends:*
▪ % of students indicating that the talked with their faculty advisor, MPA Director/Coordinator, or other faculty about their career goals or job placement advice
▪ % of students that attended at least one session devoted to professional development
▪ % of students that attended at least one professional networking opportunity sponsored by the MPA Program, GSA, or SENCASPA
▪ % of students reporting they found an appropriate job placement since starting the program (goal – 85% within 6 months, 95% within 1 year)
▪ % of students with placements in government or nonprofit organizations within southeastern NC | *Faculty Retreat:* The MPA faculty hold a retreat at the start of each Academic Year to discuss the program outcome data and determine if any actions are needed

Community Advisory Board: Data is reported and discussed with the Community Advisory Board on a semi-annual basis. |

Appendix C: Student Learning Outcome Assessment Schedule

Academic Year	Core Competencies	Concentration Competencies	Assessment Tools in Use
2010-2011 **Pre-test data** **(self-study year -1)**	Formally adopted learning competencies	None	▪ Case memo pre-test (Policy) ▪ Capstone reports ▪ Capstone presentations ▪ Entrance survey (skills information)
2011-2012 **Phase in Year 1** **(self-study year)** **Updated Assessment Plan** **Adopted new Assessment** **Protocols**	▪ Critical Thinking (All) ▪ Communication (All) ▪ Policy Process (Second one)	None (formally adopted concentration competencies)	▪ Case memo pre-test (Policy) ▪ Case memo post-test (Policy) ▪ Capstone reports ▪ Capstone presentations ▪ Entrance survey (skills information) ▪ Alumni Survey
2012-2013 **Phase in Year 2** **(Site visit year)**	▪ Critical Thinking (first one) ▪ Communication (first one) ▪ Policy Process (All) ▪ Public Values (All)	▪ Coastal Planning & Management ▪ Environmental Policy and Management ▪ Marine Policy ▪ Urban and Regional Policy and Planning	▪ Case memo pre-test (Management) ▪ Case memo post-test (Policy) ▪ Video presentations for fall students to compare with next year's capstone ▪ Capstone reports ▪ Capstone presentations ▪ Internship Report ▪ Student Learning Portfolio ▪ Entrance survey ▪ Exit survey (includes skills info) ▪ Placement survey (6-month out)
2013-2014 **Phase in Year 3** **Complete 1ˢᵗ full-cycle**	▪ Critical Thinking (All) ▪ Communication (All) ▪ Lead & Manage (All)	▪ Nonprofit Management ▪ Public Management ▪ Public Policy Analysis	▪ Case memo pre-test (Policy) ▪ Case memo post-test (Management) ▪ Video presentations for fall students to compare with next year's capstone ▪ Capstone reports ▪ Capstone presentations ▪ Internship Report ▪ Student Learning Portfolio ▪ Entrance survey ▪ Exit Survey ▪ Placement survey (6-month out) ▪ Alumni Survey

Academic Year	Core Competencies	Concentration Competencies	Assessment Tools in Use
2014-2015	▪ Critical Thinking (first one) ▪ Communication (first one) ▪ Policy Process (All) ▪ Public Values (All)	▪ Coastal Planning & Management ▪ Environmental Policy and Management ▪ Marine Policy ▪ Urban and Regional Policy and Planning	▪ Case memo pre-test (Management) ▪ Case memo post-test (Policy) ▪ Video presentations for fall students to compare with next year's capstone ▪ Capstone reports ▪ Capstone presentations ▪ Internship Report ▪ Student Learning Portfolio ▪ Entrance survey ▪ Exit Survey ▪ Placement survey (6-month out)
2015-2016 Complete 2nd Full Cycle	▪ Critical Thinking (All) ▪ Communication (All) ▪ Lead & Manage (All)	▪ Nonprofit Management ▪ Public Management ▪ Public Policy Analysis	▪ Case memo pre-test (Policy) ▪ Case memo post-test (Management) ▪ Video presentations for fall students to compare with next year's capstone ▪ Capstone reports ▪ Capstone presentations ▪ Internship Report ▪ Student Learning Portfolio ▪ Entrance survey ▪ Exit Survey ▪ Placement survey (6-month out) ▪ Alumni Survey
2016-2017	▪ Critical Thinking (first one) ▪ Communication (first one) ▪ Policy Process (All) ▪ Public Values (All)	▪ Coastal Planning & Management ▪ Environmental Policy and Management ▪ Marine Policy ▪ Urban and Regional Policy and Planning	▪ Case memo pre-test (Management) ▪ Case memo post-test (Policy) ▪ Video presentations for fall students to compare with next year's capstone ▪ Capstone reports ▪ Capstone presentations ▪ Internship Report ▪ Student Learning Portfolio ▪ Entrance survey ▪ Exit Survey ▪ Placement survey (6-month out)

Academic Year	Core Competencies	Concentration Competencies	Assessment Tools in Use
2017-2018 Complete 3rd Full Cycle	▪ Critical Thinking (All) ▪ Communication (All) ▪ Lead & Manage (All)	▪ Nonprofit Management ▪ Public Management ▪ Public Policy Analysis	▪ Case memo pre-test (Policy) ▪ Case memo post-test (Management) ▪ Video presentations for fall students to compare with next year's capstone ▪ Capstone reports ▪ Capstone presentations ▪ Internship Report ▪ Student Learning Portfolio ▪ Entrance survey ▪ Exit Survey ▪ Placement survey (6-month out) ▪ Alumni Survey

Appendix D: Rubrics Used in Assessment Process

Competency I: **To lead and manage in public governance**
Objective I.A: Demonstrating an ability to lead, motivate, and manage a diverse workplace-within and across organizations.
Assessment Tool: Internship Report

Indicators	Unacceptable Proficiency Scoring Range (1 – 3)	Proficient Scoring Range (4 – 7)	Exemplary Proficiency Scoring Range (8 – 10)	Score
Formulate a mission statement for an organization	Mission statement is unclear and hard to understand	Mission statement provides a general sense of direction but lacks some detail and specificity	Mission statement is clear, concise, and provides an accurate sense of the mission for the organization.	
Analyze the structure of an organization using appropriate theories and concepts	Fails to provide an organizational chart and does not describe the structure of the organization using theories and concepts	Provides or creates an organizational chart and uses some theories and concepts to describe the structure of the organization	Provides or creates an organizational chart and clearly describes the structure of the organization using theories and concepts	
Understand how important contextual factors (internal and external) influence management within the organization	Limited discussion of external factors with poor use of examples. External factors are inappropriate or incorrect.	Identifies several relevant examples of important external factors with examples	Identifies numerous external factors with related examples	
Use management theories and concepts to identify organizational and managerial problems	Demonstrates little knowledge or use of theories and concepts or uses them incorrectly	Demonstrates some ability to apply theories and concepts correctly	Identifies and uses multiple theories and concepts	
Formulate recommendations for addressing organizational problems that are grounded in management theories and concepts	Fails to provide recommendations or the recommendations lack specificity and have no linkage to theories and concepts	Provides specific and appropriate recommendations but there is little grounding in theories and concepts	Provides specific and appropriate recommendations grounded in theories and concepts	
Understanding how different contextual situations influence leadership and can apply leadership theories and concepts	No discussion of how the context or situation influenced leadership. Poor discussion of leadership style that fails to use theories and concepts	Provides a specific example of how the contextual situation influenced leadership styles with some connection to theories and concepts	Demonstrates a clear understanding of how leadership style is influenced by contextual situations using theories and concepts	
Analyze techniques used to motivate employees using appropriate theories and concepts	Demonstrates little to no knowledge of techniques used to motivate employees and fails to support analysis with theories and concepts	Identifies at least 1 technique used to motivate employees and supports their analysis with theories and concepts	Identifies several techniques used to motivate employees and uses multiple theories and concepts to support their analysis	
Explain and describe cross-boundary and networked relationships involved in managing public and nonprofit organizations.	Fails to identify important cross-boundary and networked relationships. Little knowledge of how the cross-boundary relationships influence organizational processes	Identifies the major cross-boundary and networked relationships and some understanding of their role in broader organizational processes	Identifies multiple cross-boundary and networked relationships and demonstrates and excellent understanding of their contribution to organizational processes	
Overall Proficiency	**Scoring Range (8 – 24)**	**Scoring Range (32 – 56)**	**Scoring Range (64 – 100)**	

Individual _____   **Rater** _____

Competency: **To lead and manage in public governance**

Objective I.B: Demonstrating an understanding the impact of changing market and political conditions on organizational practice and resource streams

Assessment Tool: Student Learning Portfolio

Indicators	Unacceptable Proficiency Scoring Range (1 – 3)	Proficient Scoring Range (4 – 7)	Exemplary Proficiency Scoring Range (8 – 10)	Score
Identify important organizational resources needed to maintain and improve performance	Fails to identify the important resources needed to maintain and improve performance. Fails to provide any specific examples. Fails to link discussion to theories and concepts covered in coursework.	Identifies some important resources and uses a few examples. The discussion is supported with some discussion of theories and concepts covered in coursework.	Identifies all of the important organizational resources with examples and links the discussion to relevant theories and concepts covered in coursework.	
Describe the external factors (political, economic, social, demographic, legal, technological, etc.) that influence organizational practices	Fails to identify the external factors that influence organizational practices. Fails to provide specific examples.	Identifies some of the important external factors but has trouble linking the discussion to their impact on organizational practices	Identifies all of the significant external factors and provides specific examples of how the factors influence organizational practices	
Identify the threats and opportunities to the organization associated with external changes	Fails to identify significant threats and opportunities to the organization. Fails to provide specific examples. There is no application of relevant theories and concepts.	Identifies some threats and opportunities and provides some specific examples. There is some application of relevant theories and concepts covered in coursework.	Identifies all significant threats and opportunities to the organization with specific examples. The discussion is supported with theories and concepts covered in coursework.	
Make recommendations for addressing threats and opportunities to organizational performance	Makes no recommendation or the recommendation fails to address the identified threat or opportunity.	Provides recommendations but they are too general or fail to address specific threats and opportunities. Provides limited data or supporting argument could be more persuasive.	Formulates specific recommendation(s) that address the stated threats and opportunities and provides data, examples, and a persuasive argument to support the recommendation.	
Overall Proficiency	**Scoring Range (4 – 12)**	**Scoring Range (16 – 28)**	**Scoring Range (32 – 40)**	

Individual _____   **Rater** _____

Competency II: **To participate in and contribute to the policy process**
Objective II.A: Demonstrating an ability to analyze policy alternatives and use policy instruments and management tools to address social problems
Assessment Tool: Student Learning Portfolio

Indicators	Unacceptable Proficiency Scoring Range (1 – 3)	Proficient Scoring Range (4 – 7)	Exemplary Proficiency Scoring Range (8 – 10)	Score
Identifies rationales for government intervention (e.g., economic rationales)	Unable to identify any rationales for government intervention. Fails to apply any theories or concepts from coursework.	Identifies some of the rationales for government intervention. Some application of the theories and concepts from coursework to demonstrate knowledge of these rationales	Identifies all of the important rationales for government intervention and uses theories and concepts from coursework to support arguments.	
Formulates alternatives that rely on different policy instruments to address a problem	Unable to formulate alternatives. Identifies alternatives but they are not linked to policy instruments. Fails to use theories and concepts appropriately	Formulates alternatives that use different policy instruments. Some application of the theories and concepts to demonstrate knowledge of the relative merits of different policy instruments	Formulates alternatives that demonstrate knowledge of the relative merits of different policy instruments. Uses theories and concepts from coursework to support arguments.	
Identifies alternatives that are comparable and reflect an in-depth understanding of the problem	Alternatives are not comparable or fail to address the problem.	Identifies alternatives that are for the most part comparable and address the stated problem	Identifies alternatives that are all clearly comparable and address the same aspect(s) of the stated problem	
Identifies criteria appropriate for assessing the alternatives	Fails to identify criteria. Uses criteria that are inappropriate. Fails to apply theories and concepts appropriately	Identifies appropriate criteria for assessing alternatives. Some linkage of discussion to theories and concepts from coursework	Identifies criteria and applies them in a manner that demonstrates an understanding of the underlying theories and concepts	
Analyzes alternatives and supports the analysis with data	Superficial analysis of the alternatives that is not systematic. Analysis is supported only by opinions.	Attempts to systematically analyze and compare alternatives. Relies on some data to support the analysis.	Analysis is grounded in data and systematically compares the alternatives in a persuasive manner	
Overall Proficiency	**Scoring Range (5 – 15)**	**Scoring Range (20 – 35)**	**Scoring Range (40 – 50)**	

Individual _____   **Rater** _____

Competency II: **To participate in and contribute to the policy process**
Objective II.B: Demonstrating an ability to participate in the policy process, communicate policy alternatives, and work effectively with government and nonprofit institutions, and community stakeholders.
Assessment Tool: Case Memos and Capstone Project

Indicators	Unacceptable Proficiency Scoring Range (1 – 3)	Proficient Scoring Range (4 – 7)	Exemplary Proficiency Scoring Range (8 – 10)	Score
Identify important stakeholders involved in addressing a problem and a knowledge of the governance arrangement	Fails to identify multiple stakeholders that are an important part of addressing a problem. Demonstrates little knowledge of the governance arrangement.	Identifies most of the important stakeholders involved in addressing a problem. Demonstrates an ability to understand the governance arrangement.	Identifies all of the important stakeholders involved in addressing a problem. Demonstrates a sophisticated understanding of the governance arrangement.	
Understanding of the legal and institutional environment associated with public policy making	Fails to identify the important legal or institutional factors associated with public policy making	Demonstrates some understanding of the legal and institutional environment associated with public policy making	Demonstrates a sophisticated understanding of the legal and institutional environment associated with public policy making	
Communicate policy alternatives and recommendations to decision makers	Fails to identify alternatives or make recommendations to the appropriate decision makers. Recommendation is not supported by data or a logical argument	Identifies alternatives and makes recommendations that are oriented towards a specific decision maker. Recommendation is supported by some data or a logical argument.	Identifies alternatives and recommendations targets at the decision maker that has the most influence on the problem given the legal and institutional setting. Recommendation is supported with a sound argument grounded in data.	
	Scoring Range (3 – 9)	Scoring Range (12 – 21)	Scoring Range (24 – 30)	
Overall Proficiency				

Individual/Group _____   **Rater** _____

Competency III: **To analyze, synthesize, think critically, solve problems, and make decisions**
Objective III.A: Demonstrating an ability to define, frame, think critically about and analyze important problems.
Assessment Tool: Case Memos and Capstone Project

Indicators	Unacceptable Proficiency Scoring Range (1 – 3)	Proficient Scoring Range (4 – 7)	Exemplary Proficiency Scoring Range (8 – 10)	Score
Identifies and summarize important components of problems (e.g., assumptions, trends, relationship to other problems, cause and effect relationships, etc.)	Inability to clearly and concisely define the problem. No discussion of important components of the problem.	Defines the problem and provides some discussion of its important components	Concise, clear definition of the problem and its important dimensions using examples or drawing on outside information sources	
Draws on high quality information and different sources to support arguments	Demonstrates no ability to discern high from low quality information. Fails to use appropriate sources to support arguments	Demonstrates some ability to discern high from low quality information. Uses some data to support analysis. Uses some sources to support arguments.	Uses a variety of different data and high quality information to support analysis. Builds arguments using a variety of sources	
Identify a clear rationale for proposing a recommendation or selecting a course of action.	Fails to identify a clear rational for deciding on a course of action. No attempt to link rationale to theories or concepts from coursework.	There is some rationale for the recommendation or proposed course of action. There is some effort to support the rationale using either data or theories and concepts from coursework to support	The rationale for the recommendation or proposed course of action is clear and supported with data and/or theories and concepts from coursework.	
Support arguments with facts and data rather than relying on opinion and value judgments	Superficial analysis that is supported primarily by opinions and value judgments	Uses some data and/or theories and concepts from coursework to build arguments that are supported by more than opinion and value judgments.	Persuasive use of facts, data, and theories and concepts from coursework to build a logical argument that does not rely on personal opinions or value judgments.	
Provide clear recommendations for a course of action to address the problem	Fails make recommendations to appropriate decision makers. Recommendation is not supported by data or a logical argument. Unclear how recommendation addresses problem	Makes general recommendations to a decision maker. Recommendation is supported by some data and/or a logical argument.	Makes specific recommendations to a decision maker. Recommendation is supported by data and a logical argument. Recommendation clearly would address the problem given the discussion of its components.	
	Scoring Range (5 – 15)	**Scoring Range (20 – 35)**	**Scoring Range (40 – 50)**	
Overall Proficiency				

Individual/Group _____   **Rater** _____

Competency III: **To analyze, synthesize, think critically, solve problems, and make decisions**

Objective III.B: Demonstrating an ability to utilize analytical tools to analyze, present, and interpret data, including appropriate design, statistical, and evaluative techniques for both organizational decision making and policy decisions.

Assessment Tool: Student Learning Portfolio and Capstone Project

Indicators	Unacceptable Proficiency Scoring Range (1 – 3)	Proficient Scoring Range (4 – 7)	Exemplary Proficiency Scoring Range (8 – 10)	Score
Interpret quantitative data and measures, understand its limits, and use these data to frame problems and identify possible cause and effect relationships	Unable to interpret quantitative data. Unable use data to help define a problem. Fails to understand causality.	Interprets quantitative data and uses it to describe and frame problems. Demonstrates some understanding of the difference between correlation and causality.	Expertly demonstrates an ability to interpret quantitative data and use it persuasively to build arguments. Demonstrates a clear understanding of the correlation and causality	
Employ tools for analyzing, presenting, and interpreting data, including appropriate statistical techniques and concepts	Unable to display and interpret data. Unable to use appropriate statistical techniques or manipulate quantitative data.	Demonstrates an ability to utilize tools for analyzing, presenting, and interpreting data to define and analyze problems and justify decisions	Expertly utilizes tools for analyzing, presenting, and interpreting data to define and analyze problems and justify decisions	
Distinguishes between fact and opinion, and acknowledges the value judgments associated with their analysis	No distinction is made between facts, data, opinion, and value judgments in analysis. Decisions are based on opinions and values.	Relies on data to make decisions informed primarily by the data	Uses data from different sources to make informed decisions and recognizes competing value judgments	
Recommend a course of action supported by data and analysis rather than personal opinions	Fails make recommendations to appropriate decision makers. Recommendation is not supported by data or a logical argument. Unclear how recommendation addresses problem	Makes general recommendations to a decision maker. Recommendation is supported by some data and/or a logical argument.	Makes specific recommendations to a decision maker. Recommendation is supported by data and a logical argument. Recommendation clearly would address the problem given the discussion of its components.	
	Scoring Range (4 – 12)	**Scoring Range (16 – 28)**	**Scoring Range (32 – 40)**	
Overall Proficiency				

Individual/Group _____   **Rater** _____

Competency III: **To analyze, synthesize, think critically, solve problems, and make decisions**

Objective III.C: Demonstrating an ability to apply management theories and tools for organizational decision-making including but not limited to strategic planning, performance measurement, group decision making, forecasting, program evaluation, and cost-benefit analysis.

Assessment Tool: Student Learning Portfolio

Indicators	Unacceptable Proficiency Scoring Range (1 – 3)	Proficient Scoring Range (4 – 7)	Exemplary Proficiency Scoring Range (8 – 10)	Score
Discuss a problem in terms of theoretical research and objective information rather than relying on personal opinions and value judgments	Theories and concepts are used inappropriately or are misrepresented. Problem is discussed in terms of personal opinions and value judgments.	Application of theories and concepts to discuss a problem. Use of data rather than personal opinions and value judgments to inform and understand problems.	Problems are discussed in terms of theory and concepts. Expert use of objective data to inform and understand problems.	
Formulate recommendations for action grounded in management theory	No use of management theories. Inappropriate use of theories or misrepresentation of concepts.	Use of one or more theories and concepts to justify and support a recommendation. Use theories and concepts covered in course readings appropriately.	Expert use of theories and concepts to support recommendations. Where applicable, draws upon outside readings or theories and concepts not addressed in core coursework to support recommendations.	
Identify and use data derived from decision tools appropriate to define problems and make recommendations to decision makers	No use of tools for organizational decision making or inappropriate use of these tools (e.g., strategic planning, performance measurement, group decision making, forecasting, program evaluation, and cost-benefit analysis).	Demonstrates the ability to use one or more tools for organizational decision making (e.g., strategic planning, performance measurement, group decision making, forecasting, program evaluation, and cost-benefit analysis) to make recommendations.	Expert use of one or more tools for organizational decision making (e.g., strategic planning, performance measurement, group decision making, forecasting, program evaluation, and cost-benefit analysis) to make recommendations.	
Overall Proficiency	**Scoring Range (3 – 9)**	**Scoring Range (12 – 21)**	**Scoring Range (24 – 30)**	

Individual _____   **Rater** _____

Competency IV: **To articulate and apply a public values perspective**
Objective IV.A: Demonstrating an ability to identify ethical dilemmas and to then systematically apply ethical principles to identify appropriate courses of action
Assessment Tool: Student Learning Portfolio

Indicators	Unacceptable Proficiency Scoring Range (1 – 3)	Proficient Scoring Range (4 – 7)	Exemplary Proficiency Scoring Range (8 – 10)	Score
Identify ethical dilemmas in the practice of public administration	Vague idea what the dilemma is. Is uncertain what must be decided	Identifies the dilemma including pertinent facts. Demonstrates some understanding of what must be decided and the possible implications	Describes the dilemma in great details and has gathered the pertinent facts. A clear understanding of the choices and potential consequences of these actions.	
Consider the views of appropriate stakeholders when resolving the dilemma	Is unsure who should be involved in decision making	Accurately identifies the affected stakeholders who should be involved in decision making	Understands the full range of affected stakeholders and reflects on their viewpoints to make a decision	
Demonstrate public service values when choosing an appropriate course of action	Choses actions that are incongruent with their professed public service values	Lives and expresses beliefs and values in a mostly congruent fashion	Lives and expresses beliefs and values in a congruent fashion (e.g., walks the talk)	
Demonstrate awareness of the professional ethical standards in the field of public administration	No awareness of ethical standards or acts in violation of these standards	Acts congruently with the ethical standards of the chosen profession	Acts congruently with and advocates conformance with the ethical standards of the chosen profession	
	Scoring Range (4 – 12)	Scoring Range (16 – 28)	Scoring Range (32 – 40)	
Overall Proficiency				

Individual _____   Rater _____

Competency IV: **To articulate and apply a public values perspective**
Objective N.A.: Self-Assessment of their Public Values
Assessment Tool: Student Learning Portfolio

Indicators	Unacceptable Proficiency Scoring Range (1 – 3)	Proficient Scoring Range (4 – 7)	Exemplary Proficiency Scoring Range (8 – 10)	Score
A broad understanding of cultural diversity including age, race, gender, nationality, etc.	A limited understanding of cultural diversity that seems influenced by clichés and stereotypes	Demonstrates an understanding of different perspectives on cultural diversity.	Incorporates a broad and sophisticated understanding of cultural diversity from a variety of perspectives	
Personal growth, changes in attitude, or a commitment to diversity in personal and/or professional life	Little personal growth or changes in attitudes or commitment to diversity in their personal and/or professional life	Some growth and change in attitudes. A commitment to diversity in their personal or professional life	Significant growth or changes in attitudes. A profound commitment to diversity in their personal and/or professional life	
A broad understanding of the importance of public service	No understanding of the importance of public service. No demonstrated commitment to public service.	Understands the meaning and importance of public service. Some evidence of a commitment to public service in their professional and/or personal life	A profound understanding of the meaning of public service. Demonstrates a professional and/or personal commitment to public service	
An awareness of how views of public service motivation influence their professional objectives and views of public service	No evidence of public service motivation. Professional objectives are unrelated to public service.	Evidence that public service motivation influences professional objectives and their commitment to public service.	Public service motivation is a driving influence on professional objectives and their commitment to public service	
	Scoring Range (4 – 12)	Scoring Range (16 – 28)	Scoring Range (32 – 40)	
Overall Proficiency				

Individual _____   **Rater** _____

Competency V: **To communicate and interact productively with a diverse and changing workforce and citizenry**
Objective V.A: Demonstrating an ability to communicate effectively and professionally to diverse audiences
Assessment Tool: Case Memos and Capstone Project (Written)

Indicators	Unacceptable Proficiency Scoring Range (1 – 3)	Proficient Scoring Range (4 – 7)	Exemplary Proficiency Scoring Range (8 – 10)	Score
Logic and organization of ideas and arguments (i.e., structure of argument)	Does not develop cogent arguments. Uneven and ineffective organization. Unfocused introduction and conclusion	Develops unified and coherent ideas within paragraphs with adequate transitions. Clear overall organization that relates and links ideas and arguments together. Good introduction and conclusion.	Develops ideas and organizes the discussion and arguments logically with effective transitions. Excellent introduction and conclusion that adds to organization.	
An ability to clearly and accurately describe problems, concepts, analysis, and recommended actions	Uses words that are unclear, sentence structures that lack clarity, and have other errors that distract the reader	Word forms are correct and sentence structure is effective. Presence of a few errors does not distract the reader.	Develops concise standard English sentences and balances a wide variety of sentence structures effectively.	
An ability to present arguments in a persuasive manner (i.e., rhetorically)	Arguments are not presented in a persuasive manner	Arguments are generally persuasive with some use of supporting facts, data, and examples	Arguments highly persuasive and it makes effective use of supporting facts, data, and examples	
Proper use of spelling and grammar	Writing contains frequent spelling and grammar errors that interfere with comprehension. The document does not look like it has been proofread.	There are minor errors, but the writing follows normal conventions of spelling and grammar. The document looks like it has been proofread	The writing has been carefully edited and is essentially error free.	
Writing style and use of language is appropriate for the audience	Purpose and focus of the writing are not clear to the reader or are ill-suited to the audience. Uses language and jargon that are inappropriate or unprofessional.	The purpose and focus of the writing are mostly consistent with the intended audience. Generally uses appropriate language and jargon.	The purpose and focus are clear and well-suited to the intended audience. Language and jargon are used in a persuasive manner to demonstrate master of the subject.	
An ability to cite sources and refer to data in a proper manner	Limited citation of sources. In correct use of citation methods.	Citations are used appropriately and generally follow accepted style guidelines.	Uses citation methods consistently and appropriately and follows the conventions of a specific style manual.	
An ability to prepare documents (e.g., memo, reports, papers, etc.) that are formatted correctly and professionally	The document is formatted incorrectly and is highly unprofessional in appearance	The document is formatted in a professional manner and follows normal conventions but there is room for improvement.	The document appears to formatted professionally and would make an excellent addition to a portfolio	
Overall Proficiency	**Scoring Range (7 – 21)**	**Scoring Range (28 – 49)**	**Scoring Range (56 – 70)**	

Individual/Group _____   Rater _____

Competency V: **To communicate and interact productively with a diverse and changing workforce and citizenry**
Objective V.A: Demonstrating an ability to communicate effectively and professionally to diverse audiences
Assessment Tool: Case Memos and Capstone Project (Oral)

Indicators	Unacceptable Proficiency Scoring Range (1 – 3)	Proficient Scoring Range (4 – 7)	Exemplary Proficiency Scoring Range (8 – 10)	Score
Logic and organization of ideas and arguments	Listener can follow the presentation only with great effort. Organization seems haphazard	Presentation is generally clear and well organized. A few minor points may be confusing.	Presentation is clear, logical, and organized. Listener can follow line of reasoning	
An ability to convey complex concepts or analysis in a clear manner appropriate for the audience	Explanation is inaccurate or incomplete. Inappropriate use of words, phrases, or concepts distracts listener. Aspects of the presentation are too simple or too sophisticated. Listener is distracted by grammatical errors and slang.	For the most part, explanations are accurate and complete. Some helpful examples are included. Sentences are generally complete and there is little use of inappropriate words or slang	Speaker provides accurate and complete explanation of key concepts. Listener gains insight and understanding through the masterful use of examples. Sentences flow together and words are chosen for their precise meaning	
A mastery of the subject matter presented through a command of facts, figures, and content	Explanation of the concepts and analysis is inaccurate or incomplete. Errors distract from the presentation or cause listener to question veracity of findings.	No significant errors are made and listeners recognize that the occasional errors are likely due to nervousness or oversight	Information (names, facts, etc.) included in the presentation is accurate and suggests a mastery of the subject matter	
Appropriate use of verbal and nonverbal communication (e.g., eye contact, body language, volume, limited use of notes, etc.)	Body language indicates a reluctance to interact. Presenter is uncomfortable, is heard only if the listener is attentive, reads off notes, makes no eye contact, distracting mannerisms.	Presenter generally engages the audience and only occasionally seems uncomfortable. Body langue reflects just a little discomfort at being in front of the audience.	Presenter engages the audience and captures their complete attention. Body language reflects comfort and joying being in front of the audience	
An ability to effectively use visual communication aids	Communication aids are poorly prepared or are used inappropriately.	Communication aids contribute to quality of the presentation and are used appropriately	Communication aids are used in a professional manner and enhance the presentation	
An ability to listen and respond to questions from the audience clearly and concisely	Unable to respond to questions. Provides inaccurate responses to questions.	Generally is responsive to audience comments, questions, and needs. Misses some opportunities to make or emphasize key points.	Consistently clarifies, restates, and responds to questions. Summarizes when needed.	
An ability to stay within designated time constraints	Presentation is way too long for the content or is too short and lacks substance. Pacing is way too slow or too fast.	A little too long. Is about the right length but could have made better use of available time. Pacing is sometimes too slow or too fast.	Presentation is desired length and maximizes the use of available time. Pacing is excellent.	
Overall Proficiency	**Scoring Range (7 – 21)**	**Scoring Range (28 – 49)**	**Scoring Range (56 – 70)**	

Individual/Group _____   Rater _____

Competency V: **To communicate and interact productively with a diverse and changing workforce and citizenry**
Objective V.B: Demonstrating an understanding of how to work effectively in diverse groups.
Assessment Tool: Capstone Project (Team Performance)

Indicators	Unacceptable Proficiency Scoring Range (1 – 3)	Proficient Scoring Range (4 – 7)	Exemplary Proficiency Scoring Range (8 – 10)	Score
Meet and communicate on a regular basis	Many members frequently miss meetings and do not inform their team	Most members are present at most meetings. When members have to miss a meeting they inform and/or seek agreement from team.	Most, if not all, members attend all meetings.	
Define and understand the different roles of group members	There is little understanding of the roles of each team member or agreement on who is responsible for what	Members' roles are defined informally and may not be completely understood.	Every member's role on the team is defined and understood by all. Each team member can explain their role to others	
Assign tasks to group members with unique talents to contribute to the task	Tasks are not well defined or are allocated haphazardly. Unique talents are not drawn upon.	Tasks are defined informally and most, but not all, members understand them. Most members contribute but the group may not maximize its potential	There is a clear definition of tasks anticipating future needs. Tasks are allocated to maximize use of unique talents of individual members	
Establish clear procedures for making decisions	There is no clear decision making process for the group. Decisions are made by individuals and often don't reflect the desires of the entire team	Decision making procedures are established informally leading to inconsistency in use and occasional failure to involve all members in decision making	Clear procedures for making decisions are established. Decisions, the process by which they were made, and the involvement of members are also documented	
Team members support each other and share information	The team atmosphere is competitive and individualistic rather than cooperative and supportive. There is no willingness to support team members. Team members don't respect each other's work	There is a general atmosphere of respect but some members may not be heard as much as others. Acknowledging others work only happens occasionally. Some members may not feel like they can rely on other members for help	Every team member is treated with respect. All members listen to ideas. The work of each person is acknowledged and respected. Members feel free to seek and offer assistance to others	
Stay focused on the task at hand and make productive use of meeting time	Group meeting time is often unproductive and us not utilized effectively	Meeting time is generally used effectively but meetings take more time than they should	Group makes effective use of meeting time and gets its work quickly	
Resolve conflict through open discussion and compromise	Conflicts that arise are either not dealt with or cannot be resolved	Members are generally able to resolve conflicts through open discussion and compromise	Conflicts are consistently resolved through open discussion and compromise	
Overall Proficiency	**Scoring Range (7 – 21)**	**Scoring Range (28 – 49)**	**Scoring Range (56 – 70)**	

Team _____   Rater _____

Competency V: **To communicate and interact productively with a diverse and changing workforce and citizenry**
Objective V.B: Demonstrating an understanding of how to work effectively in diverse groups.
Assessment Tool: Capstone Project (Individual Performance)

Indicators	Unacceptable Proficiency Scoring Range (1 – 3)	Proficient Scoring Range (4 – 7)	Exemplary Proficiency Scoring Range (8 – 10)	Score
Participate and attend meetings	Miss frequent meetings and fail to inform your team members	Attends most meetings and when absent informs/seeks agreement of team members	Attends virtually all meetings	
Make a meaningful contribution to group efforts	Fail to contribute ideas, suggestions, or participate in discussions during group meetings. Distracts group from completing tasks quickly	Offers ideas, suggestions and participates in group discussions. Helps keep group focused during meetings.	It is easy to identify the ideas and my role in shaping the completion of the project	
Complete assigned tasks in a timely manner and meet deadlines	Consistently fails to complete assigned tasks or meet deadlines and delays group progress	Completes most tasks by assigned deadlines. Failure to complete occasional tasks on time does not delay group progress.	Complete tasks in advance of deadlines and circulate work products prior to meetings	
Assists others in completing their tasks if needed	Never offer to help or support team members complete their tasks even if I have unique knowledge or skills to contribute	Occasionally offers to help other team members complete tasks	Always available to help other team members to complete assigned tasks	
Seek input from others in the group and listen to ideas	Make decisions about team tasks without consulting group members	The involvement of team members is typically sought before making important decisions	The involvement of team members is sought before making all important decisions	
Treat other team members with respect	Acts in a manner that is disrespectful to other team members	Treats most group members with respect and recognizes the contributions of team members	Treats all group members with respect and ensures that group members get proper credit for their contributions	
Cooperate with other members to complete tasks	Causes conflicts and is unwilling to compromise that delays task completion	Is willing to compromise in order to complete tasks in a timely manner	Helps facilitate discussions and resolve conflicts that arise among group members	
	Scoring Range (7 – 21)	**Scoring Range (28 – 49)**	**Scoring Range (56 – 70)**	
Overall Proficiency				

Individual _____   **Rater** _____