Standard 5 Appendix
Table of Contents

Click on the entry in the Table of Contents to go to that item. Hit Ctrl + Home to return.

Student Competency Assessment Timeline for 2020-2021 Graduates

Student	Start Term	Pre-Test Term	Post-Test Term	Faculty Competency Evaluation Term at Mid-Point	Faculty Competency Evaluation at Graduation	6900 Term	Graduation
Abdel-Salam	Spring 2019	NA	Fall 2020	Fall 2019	Fall 2020	Fall 2020	Fall 2020
Belch	Fall 2018	Fall 2018		Fall 2019	Fall 2020	Spring 2020	Fall 2020
Gustavsson	Fall 2018	Fall 2018		Fall 2019	Fall 2020	Spring 2020	Fall 2020
Harley	Spring 2017	NA		Spring 2019	Fall 2020	Spring 2020	Fall 2020
Jones	Summer 2018	NA		Fall 2018	Spring 2020	Spring 2020	Fall 2020
McKoy	Fall 2018	Fall 2018	Spring 2021	Spring 2020	Spring 2021	Spring 2021	Spring 2021
Morrow	Fall 2019	NA	Spring 2021	Spring 2020	Summer 2021	Spring 2021	Summer 2021
Oakes	Fall 2018	Fall 2018		Spring 2019	Fall 2020	Spring 2020	Fall 2020
Rudkowski	Fall 2018	NA		Fall 2019	Spring 2020	Spring 2020	Summer 2020
Winston	Fall 2019	NA	Spring 2021	NA	Spring 2021	Spring 2021	Spring 2021

Andi Morrow will complete his MPA in summer 2021, which does not fall within the summer 2020-spring 2021 SSY.

NA--Indicates the pre-test was not administered either that term or to a specific student.

NG--Student did not graduate during the SSY.

Student Pretest/Posttest Performance, Administered 2019-2021

Student	Lead and Manage--Test Q 7--not on 17-19 test			Lead and Manage--Test Q 8--not on 17-19 test			Lead and Manage--Test Q 10--not on 17-19 test			Analyze--Test Q 2--was Q 3 in 17-19 test			Analyze--Test Q 3--was Q 4 in 17-19 test			Analyze--Test Q 5--was Q 6 in 17-19 test			Analyze--Test Q 6--was Q 7 in 17-19 test			Articulate--Test Q 1--was Q 2 in 17-19 test			Articulate--Test Q 9--was not on 17-19 test			Communicate--Test Q 4--was Q 5 in 17-19 test		
	Pre-Test	Post-Test	Change	Pre-Test	Post-Test	Change	Pre-Test	Post-Test	Change	Pre-Test	Post-Test	Change	Pre-Test	Post-Test	Change	Pre-Test	Post-Test	Change	Pre-Test	Post-Test	Change	Pre-Test	Post-Test	Change	Pre-Test	Post-Test	Change	Pre-Test	Post-Test	Change
Abdel-Salam	QNA	100		QNA	0		QNA	100		NA	0		NA	0		NA	100		NA	100		NA	100		QNA	100		NA	100	
Belch	QNA	NA		QNA	NA		QNA	NA		100	NA		0	NA		100	NA		0	NA		0	NA		QNA			0	NA	
Gustavsson	QNA	NA		QNA	NA		QNA	NA		100	NA		0	NA		0	NA		0	NA		100	NA		QNA			0	NA	
Harley	QNA	100		QNA	100		QNA	100		PNA	100		PNA	100		PNA	100		PNA	100		PNA	0		QNA	100		PNA	0	
Jones	QNA	NA		QNA	NA		QNA	NA		PNA	NA		PNA	NA		PNA	NA		PNA	NA		PNA	NA		QNA			PNA	NA	
McKoy	QNA	100		QNA	0		QNA	100		100	100	0	100	0	-100%	100	100	0	0	100	100	0	0	0	QNA	100		100	100	0
Morrow	QNA	100		QNA	0		QNA	100		NA	100		NA	0		NA	0		NA	0		NA	0		QNA	100		NA	80	
Oakes	QNA	NA		QNA	NA		QNA	NA		100	NA		0	NA		100	NA		100	NA		100	NA		QNA			0	NA	
Rudkowski	QNA	100		QNA	100		QNA	100		NA	0		NA	100		NA	100		NA	100		NA	0		QNA	100		NA	100	
Winston	QNA	100		QNA	100		QNA	100		NA	100		NA	100		NA	100		NA	100		NA	100		QNA	100		NA	100	

Lead and Manage		Analyze		Articulate		Communicate
% Students >80% on Posttest	0.833	% Students >80% on Posttest	0.71	% Students >80% on Posttest	0.67	0.83
% of Students Improved	NA	% of Students Improved	0	% of Students Improved	0	0

QNA--Question not asked in pretest when student took it.

PNA--Pretest was not administered in the term the student started the program.

NA--Test score not available

For clarity of the table and to simplify calculations, the columns are organized by NASPAA Competency Domain rather than the order they appear on the rubric.

Faculty Evaluations of PADM 6900 Professional Paper with Rubric for MPA Graduates, 2020-2021

Student or Group	Lead and Manage--Conclusion and Implementation	Lead and Manage--Leadership in Team Work--Can Only be Assessed by Instructor	Participate and Communicate--Present/Public Defense	Analyze--Feasibility	Analyze--Problem Background	Analyze--Goals and Objectives	Analyze--Stakeholders	Analyze--Measurement Criteria	Analyze--Research Methods and Procedures	Analyze--Hypotheses	Analyze--Analysis	Analyze--Overall Work Progress--Can Only be Assessed by Instructor	Articulate--Problem Statement	Communicate--Answering Questions of the Audience and Faculty	Communicate--Organization and Quality of Writing
	10%	5%	10%	5%	10% Combined			15% Combined			15%	5%	10%	5%	10%
Abdel-Salam	8	10	10	8		8			7		7	10	8	10	10
Team: McKoy, Winston, Morrow: Cook	4		8	8	9	8	5	8	7	9	6		7	7	3
Team: McKoy, Winston, Morrow: Fleming	7	9	8	8	6	6	6	6	6	6	6	7	6	8	5
Team: McKoy, Winston, Morrow: Mosier	7		8	7	8	7	7	9	8	8	7		8	9	8
Team: McKoy, Winston, Morrow: Smirnova	9		10	10	10	10	10	10	10	10	9		10	9	9
Team: McKoy, Winston, Morrow: Xu	9		8	10	10	10	10	9	10	8	9		10	9	10
Rubric Section Average	7.33	9.50	8.67	8.50	8.50	8.20	7.60	8.17	8.20	8.20	7.33	8.50	8.17	8.67	7.50
Competency Domain		Lead and Manage	Participate									Analyze	Articulate		Communicate
Average Across Rubric Item(s) and Papers		8.42	8.67									8.13	8.17		8.28

For clarity of the table and to simplify calculations, the columns are organized by NASPAA Competency Domain rather than the order they appear on the rubric.

Faculty Competency Evaluation of Students, 11-Item Rubric, Administered 2018-2021

Student	Lead and Manage: Lead and Manage in a Public Organization			Lead and Manage: Use Basic Financial Information			Lead and Manage: Manage Basic Human Resources			Participate: Participate in and Contribute to the Public Policy Process			Participate: Make Meaningful Contributions to Solving Policy Problems			Analyze: Analyze the Effectiveness of Proposed Policy Alternatives			Analyze: Analyze, Synthesize, Think Critically, Solve Problems and Make Decisions			Articulate: Articulate a Public Perspective			Articulate and Communicate: Express Themselves Effectively in Writing			Communicate: Communicate and Interact Productively with a Diverse and Changing Workforce and Citizenry			Communicate: Make Effective Public Presentations		
	Mid-Point	Grad	Change	Mid-Point	Grad	Change	Mid-Point	Grad	Change	Mid-Point	Grad	Change	Mid-Point	Grad	Change	Mid-Point	Grad	Change	Mid-Point	Grad	Change	Mid-Point	Grad	Change	Mid-Point	Grad	Change	Mid-Point	Grad	Change	Mid-Point	Grad	Change
Abdel-Salam	5	5	0	5	Null		Null	5		5	5	0	5	5	0	5	5	0	5	5	0	5	5	0	5	5	0	5	5	0	5	5	0
Belch	4.75	5	0.25	4	5	1	Null	4		4.25	4.5	0.25	4.33	4.5	0.17	4.33	4.5	0.17	4.25	4.75	0.5	4.75	4.75	0	4.5	4.33	-0.17	4.5	4.75	0.25	4.67	4.5	-0.17
Gustavsson	5	5	0	5	5	0	5	5	0	5	5	0	5	4.75	-0.25	5	4.75	-0.25	5	5	0	5	5	0	5	4.75	-0.25	5	5	0	5	5	0
Harley	4	4.33	0.33	5	5	0	4	4	0	4	4.33	0.33	5	4.33	0.67	4	4.33	0.33	5	4	-1	5	4.67	-0.33	3	4.67	1.67	5	4.67	-0.33	3	4.33	1.33
Jones	4	4	0	Null	5		Null	Null		3	4.67	1.67	3	4.33	1.33	3	4.33	1.33	3.5	4.33	0.83	3	4	1	3	4	1	3	4	1	3	4.5	1.5
McKoy	4.67	4.5	-0.17	Null	5		Null	4		4	4.67	0.67	4	4.67	0.67	4	4.33	0.33	4	4.67	0.67	4.67	5	0.33	4	4.67	0.67	4.67	5	0.33	4.5	5	0.5
Morrow	4	NG		Null	NG		Null	NG		4	NG		4	NG		4	NG		3.5	NG		3.33	NG		3	NG		3.5	NG		3	NG	
Oakes	5	4.75	-0.25	4	5	0.25	4	4	0	4	5	1	4	5	1	4	5	1	4	5	1	4	5	1	4	5	1	4	5	1	4	5	1
Rudkowski	5	5	0	5	5	0	Null	4		4.67	5	0.33	4.67	5	0.33	4.5	5	0.5	4.67	5	0.33	4.67	5	0.33	4.33	5	0.67	4.5	5	0.5	4.67	5	0.33
Winston	NA	4.33		NA	4		NA	Null		NA	4.5		NA	4.75		NA	4.75		NA	4.75		NA	5		NA	4.25		NA	4.75		NA	4.75	
Average Level Change			0.02			0.25			0.00			0.53			0.49			0.43			0.35			0.27			0.57			0.34			0.56

	Lead and Manage	Participate	Analyze	Articulate	Communicate
% Improved by at Least 1 Level	0.06	0.13	0.19	0.25	0.33
% Rating Well or Very Well on Grad	100.00	100.00	100.00	100.00	100.00

Null--All faculty reported they were not able to assess the student's competency in this area.

NA--Indicates the mid-point faculty evaluation of student competency was not administered.

NG--Student did not graduate during the SSY.

Prompt: Please evaluate how well you believe (student name) is prepared to do the following.

Response Options: 1 not at all; 2 poorly; 3 somewhat; 4 well; 5 very well

For clarity of the table and to simplify calculations, the columns are organized by NASPAA Competency Domain rather than the order they appear on the rubric.

Standard 5 Part C

To Lead and Manage in Public Governance

1.   Definition of student learning outcome(s) for the competency being assessed:

Our interpretation of this competency: Developing the ability of our students to manage and lead in the broad range of public governance roles, whether in the public or nonprofit sectors, is a primary responsibility of this program. To us, managing and leading requires an acute understanding of one's organization and its relationships with the other entities with which it must interact to achieve its mission as well as of one's own personal abilities. It also requires a professional commitment to excellence and ethical behavior. Managing effectively requires budgetary, personnel, time management, and process skills that can be directed at the implementation of one's assigned responsibilities.

Leading, on the other hand, requires one to be able to conceive of issues in a strategic, forward thinking manner and to accept the responsibility for achieving outcomes. It thus requires a higher order of planning and integrative capabilities beyond what are required at the managerial level. It also requires one to be able to facilitate the development of managerial and leadership skill on the part of others as well as knowing when to follow the lead of others. Effective managers can work alone or in smaller groups, but leaders can never work alone and have influence beyond their own work group.

Managing and leading are skills that must be developed personally and over time through interactive experiences. The MPA Program therefore seeks to foster a deep appreciation of the critical nature of these skills to effective public governance, a personal commitment to their continuing development, and the acquisition of a basic set of working managerial and leadership skills by our graduates through the content of the following courses.

Upon completion of the MPA degree we expect our students to be able to:
- work in an organization at the entry level;
- demonstrate knowledge of how different organizational cultures and settings influence how one manages and leads;
- manage the basic financial and human resources needed to accomplish assignments;
- interact effectively as a member of a team;
- facilitate the development of a group's accomplishment of its task;
- articulate the purposes and mission of an organization; and
- accomplish their responsibilities in a timely manner.

2.   Evidence of learning that was gathered:

Pretest-Posttest: The pretest was administered to incoming students at an orientation session conducted at the beginning of each semester. The posttest was given via Qualtrics to graduating students, with follow-up via email for those who had not yet completed the posttest. Questions relevant to the lead and manage in the public sector competency were not added to the

pretest/posttest until 2019, which was after the SSY graduates entered the program. There are therefore no pretest scores to report. There are 3 questions on the posttest that was administered during the SSY that are mapped to lead and manage in the public sector.

The program graduated 9 students in the 2020-2021 academic year (one summer 2020, six fall 2020, and two spring 2021). The posttest was completed by 6 students.

A pretest/posttest is administered to incoming students at new student orientation and via Qualtrics to students who are graduating. One section of the test includes questions (3) that measure students' knowledge of how to lead and manage in public governance. In spring 2021, 1 of 3 graduating students completed the test. They answered the questions correctly.

MPA Professional Paper and Defense: Each student is expected to participate in the problem identification, research design, data collection, analysis, research, writing, and defense of a professional paper in PADM 6900, the capstone course for the program. While this paper may take different forms to some degree, the same rubric, which was developed and tested by the MPA faculty, is used to assess its content and presentation. These expectations reflect the program's defined competencies. The rubric is shared with the students, used by the faculty to inform them of students' progress on the project, and used by the MPA committee to assess the quality of the student's final project. Two sections of the rubric are mapped to students' demonstrated ability to lead and manage in the public sector.

There were 4 students who enrolled in PADM 6900 in the 2020-2021 academic year. One wrote her professional paper as an individual project in fall 2020. The other 3 enrolled in 6900 in spring 2021. Their professional paper was a group project. (The other 5 who graduated during the SSY completed PADM 6900 in spring 2021 and completed electives in summer or fall).

Faculty Evaluation of Competencies: Each faculty member who is familiar with a student's work assesses their competency through a Qualtrics survey. The evaluations are administered to students at the midpoint of their program (after 18 hours are completed) and again when they graduate. For the midpoint evaluations, faculty members may not be familiar with students depending on who taught the core classes, and which courses the students complete in their first 18 hours. The evidence of learning that was gathered was the faculty members' ratings of student competency across three questions on the survey that are mapped to communicate and interact productively with a diverse and changing workforce and citizenry.

There were 31 students for whom the midpoint faculty evaluation was conducted and 9 who had the graduation evaluation completed during the self-study year. Each faculty member who is familiar with a student's work assesses their competency through a Qualtrics survey. The evidence of learning that was gathered was the faculty members' ratings of student competency across 3 questions on the survey that are mapped to lead and manage in a public organization.

There were 8 students for whom the graduation evaluation was completed during the self-study year. There was a 9th student for whom the PADM 6900 rubric assessment was completed because he was part of the group who took the class in the spring. He will not graduate until

summer 2021, so he is not included as one of the students faculty evaluated during the self-study year.

3. How evidence of learning was analyzed:

Pretest-Posttest: Students complete a short, multiple choice and fill-in-the-blank test during new student orientation and again via Qualtrics during their final semester. The test itself is included in Appendix 1.co.

The test questions are mapped to the competencies. Those relevant to the lead and manage in public governance competency are:
- Which of the following characteristics or traits is most often linked to great leaders? (response options are charisma, high neuroticism, introversion, femininity)
- _____refers to leadership qualities generally being seen as incompatible with stereotypical attributes of women. (response options are prejudice, glass cliff, glass ceiling, role incongruity theory)
- What did Simon call the idea that, in decision-making, rationality is limited by incomplete information, cognitive limits, and time constraints? (response options are process capacity limit, formative analysis, hyperrationality, bounded rationality)

There are two criteria for success:
- At least 80% of students who complete the posttest will score at least 80% on the mapped questions.
- At least 80% of students have improved their scores on the test questions between the pre- and posttest.

Students' performance for this means of assessment are available at Appendix 5.c.

The results for the two criteria for success were:
- The first criterion for success was met. Across the 6 students who completed the posttest and the three questions that are mapped to this competency, 83% answered correctly.
- There were no pretest scores for this competency for these students, as the questions were not included at the time that they took the pretest.

These results illustrate the problems that have been identified for this means of assessment.
- The response rate is low. This happened for a number of reasons, including students not completing the test and at least one term when the pretest was not administered.
- The program changed the test instrument in 2019 and added the three leadership questions. This year's graduates took the pretest before then, which precludes comparison to students' posttest scores.
- With only two questions mapped to the competency, students can score 0%, 50%, or 100%. Achieving the criterion average of 80% across multiple students is possible, but difficult if the number of students taking the test is small or if several answer the questions incorrectly.

MPA Professional Paper and Defense: Faculty members complete a rubric about the capstone projects students complete in PADM 6900 MPA Professional Paper. The final paper and the presentation of the findings are both assessed.

The items on the rubric are mapped to the competencies (Appendix 1.cq). Those relevant to the lead and manage in public governance competency are:
- Conclusion and implementation
- Leadership and team work

There is one criterion for success:
- Papers will earn averaged scores of 8 or higher in the relevant sections of the rubric.

The results for this criterion for success were (Appendix 5.d):
- For the conclusion and implementation part of the rubric, students' scores averaged 7.33 and did not meet the criterion for success. For the leadership in team work section of the rubric, the criterion for success was met, with scores averaging 9.5. For the two rubric sections combined, the average was an 8.42, which meets the criterion for success.

Assessment of these papers illustrated some problems with this means of assessment.
- The PADM 6900 class requires students to work in groups. The final products produced are a product of their combined efforts. The rubric is applied to the entire group. This does not capture variation in competency attainment across the students in the group. The instructor for the class may be in a position to tease out differences between students but the rest of the nucleus faculty can only assess the group's product. This is particularly difficult for the lead and manage in the public sector competency, as these skills would be more easily observed in the classroom than in the group's written report and final presentation.
- The mapping of lead and manage in public governance to the conclusion and implementation section of the rubric is perhaps not the best fit.

Faculty Evaluation of Competencies: : Faculty members were sent a Qualtrics survey (Appendix 1.cm). Each student that is due to be evaluated is listed on the survey and faculty members are asked to identify the students they are able to evaluate. This is particularly relevant to the midpoint evaluations when faculty members may not yet have had the students in their classes and are therefore unable to assess their competency. The survey asks the faculty members to "evaluate how well you believe [student] is prepared to do the following" and then lists skills that are aligned to the competencies. The questions that are mapped to the lead and manage in a public organization competency are:
- Lead and manage in a public organization
- Use basic financial information
- Manage basic human resources

The survey is administered at each student's midpoint in the program (defined as after 18 hours completed) and again when the students graduate. There are two criteria for success:
- At least 80% of students have improved their competency by at least one level between the two evaluations.

- At least 80% of students have improved their ability to a rating level of well or very well by the time they graduate.

Students' performance for this means of assessment are available at Appendix 5.e. The results of the assessment for the two criteria for success were:
- The first criterion for success was not met, as students' performance between the midpoint evaluation and graduation did not increase by a full level.
- The second criterion was met. Faculty rated 100% of students either well prepared or very well prepared for all three questions that are mapped to lead and manage in public governance.

The performance on the first criterion illustrates some of the problems that have been identified with this means of assessment:
- There were nine students who graduated and there are three questions mapped to the competency so there should be 30 change measurements. However, there are 14 missing values because either a survey was not administered, or no faculty members felt they knew the student well enough with regard to the question to respond.
- Of the 16 student-question responses for which change could be calculated, 10 had no change between the midpoint and graduation. Of those 10 observations, in 7 cases the students received the highest rating at the midpoint and therefore could show no improvement. The remaining three scored 4 at both evaluation points.
- There were 2 observations where the average evaluation of a student for a question declined slightly and 3 instances where students showed slight improvement. In these cases, the change may be due to differing numbers of faculty performing the evaluation at the two evaluation points. It could also be that the faculty doing the evaluation changed and one who tended to provide higher scores was replaced by someone whose tendencies are to give lower scores.

4. How the evidence was used for program change(s) or the basis for determining that no change was needed:

Pretest-Posttest: The number of students for whom both a pretest and posttest were available was too small to draw meaningful conclusions or justify changes this academic year. There were pretest scores for just four students.

The faculty have determined that the MoA should be replaced with an exit exam with 50 or more questions to improve the quality of our assessment findings. This change is based on assessment results and experience since the pretest-posttest was started in 2017. The faculty will begin developing the test in fall 2021.

MPA Professional Paper and Defense: The number of student projects completed and assessed during the self-study year (2) limits the extent to which changes could be justified based on the results. In general, the results indicated that most students who completed PADM 6900 during the self-study year understand leadership and management and can function well as a member of a team.

During the self-study year, the faculty discussed the approach that was being taken to the professional papers and strategized about ways it might be changed to improve results based on instructors' experiences in recent years and assessment results. Ways the class and project might be revised were discussed at length in the spring MPA faculty retreat. Observations and potential strategies included:

- It is likely that the way the professional paper projects have been designed and executed impacts students' performance. MPA faculty members have felt over several iterations of PADM 6900 that the nature of the paper assigned was suboptimal. There was a set of required elements that had to be included in each paper. The result of this tended to be that the students struggled to make their project fit the requirements, as they did not yet understand when they decided on their topics what had to be included in the final project. In some cases, this meant the valuable data they collected was not included or was analyzed using inappropriate methods simply to meet the requirements.
- The need to complete the project in one semester made it difficult for students to be truly successful. (Participants in the alumni focus group were asked about their experience in PADM 6900, as they had the most experience from which the program could learn. The short timeframe for the project was specifically mentioned as a barrier to success). Students or groups had to decide on a topic, do a literature review, develop a survey or interview protocol, identify a sample population or interviewees (often by searching websites for people in relevant positions and their contact information), distribute the survey (and wait for responses) and/or conduct interviews, integrate and analyze the data, write the results, and prepare a presentation. Even a professional researcher would find doing this in 15 weeks challenging. Response rates for the surveys and the number of interviews conducted were often quite low, undermining students' ability to report meaningful findings. This resulted in their drawing conclusions that could not be supported given their small N or risk having no results to report at all. Students struggled and were frustrated in trying to make their project fit the requirements. Faculty members teaching the class found they were having to give so much guidance that it was difficult to argue the projects were completed independently.
- Participants in the alumni focus group also argued in favor of more flexibility in the types of projects students undertake so that they could focus their work on something consistent with their career goals. This advice fit well with faculty members' own observations and experience with the class. Therefore, one of the goals in redesigning the class and project will be to provide more flexibility to students in choosing methodologies that fit more naturally with the topics they are interested in researching. Students will be: reminded about different types of data and coached on choosing data appropriate to the issue they are studying; presented with a slate of possible methods they could choose; and instructed by the faculty member about what must be done to assure their proposed project is sufficiently rigorous to meet expectations. Part of the faculty member's role will also be to assure that the projects undertaken by the students allow them to showcase the skills they have developed and their command of the competencies.
- The faculty will continue discussing the revised approach to teaching PADM 6900 in their fall retreat and throughout fall 2021 in anticipation of a large number of students (perhaps 20 with the Main Campus and Rocky Mount cohorts combined) enrolling in the class in spring 2022.

Based on our revised assessment plan, going forward professional papers will be assessed using the same master rubric that is applied at the class level. The program faculty will come to an agreement about which student learning outcomes are most appropriate for assessing each paper. (For instance, if the project does not involve budgeting or statistical analysis, those competencies would not be assessed). It is anticipated that each paper will be assessed using at least one competency from each of the competency domains, and that there will be a minimum number that have to be assessed (perhaps 8 or 10 of the 20). All 5 MPA faculty will then evaluate each Professional Paper using the agreed-upon rubric (Appendix 1.df.).

Faculty Evaluation of Competencies: Faculty will continue to emphasize the importance and challenges of leadership and management (and the difference between the two) to our students. We will continue to assign group projects, which provide students with opportunities to work on these skills. We will also continue addressing differences in leadership styles in classes. More effort will be made by the faculty to emphasize the different ways that leadership and management might be carried out based on the diversity of a public administrator's constituents.

After administering the competency evaluations for several years, the MPA faculty have determined they are not very useful in determining the extent to which our students have command of the competencies. They are indirect means of assessment that are very subjective. In addition, depending on a faculty member's interaction with a student they may not be able to assess specific competencies. Furthermore, administering the evaluations at each student's midpoint and graduation created problems. Students who scored high on competencies after having completed at least 18 hours of classwork, as one might particularly expect with in-service students, undermine assessment of the program as their scores may not increase over time because they were already strong.

Standard 5 Part C

To Participate in and Contribute to the Public Policy Process

1.   Definition of student learning outcome(s) for the competency being assessed:

The Program interprets this competency as the importance of our MPA graduates being able to participate and contribute effectively to policy processes. Students engage in policy processes both as citizens and as employees of public and non-profit agencies. By the time they graduate, they are expected to be able to understand important policy processes, such as identifying stakeholders, identifying dimensions of policy problems, constructing policy evaluation criteria, developing reasonable policy alternatives to address problems, analyzing alternatives, and articulating the results of their work within the agency and to the general public.

Upon completion of the MPA degree, we expect our students to be able to:
*   Demonstrate understanding of budget process
*   Demonstrate understanding of the policy process
*   Identify the relevant stakeholders and their relationships to the issues at hand
*   Demonstrate understanding of various dimensions of public policy problems

2.   Evidence of learning that was gathered:

It is recommended that reviewers have the files located in Appendix 5 available as they read the assessment reporting below. It will help clarify the different number of students who are reported for different means of assessment. A table that summarizes the student population that was assessed during the self-study year, with their year of entry into the program, terms when different assessment instruments were applied, and their graduation term is provided in Appendix 5.b.

Pretest-Posttest: The pretest was administered to incoming students at an orientation session conducted at the beginning of each semester. The posttest was given via Qualtrics to graduating students, with follow-up via email for those who had not yet completed the posttest. There is one question on the test that is intended to measure students' ability to participate in and contribute to the public policy process.

The pretest was administered to 9 students in fall 2020 and 0 in spring 2021. Pretest scores are not reported here. They are collected, stored, and serve as a student's baseline to be compared with their posttest results when they graduate.

The program graduated 9 students in the 2020-2021 academic year (one summer 2020, six fall 2020, and two spring 2021). The posttest was completed by 6 students.

MPA Professional Paper and Defense: Each student is expected to participate in the problem identification, research design, data collection, analysis, research, writing, and defense of a professional paper in PADM 6900, the capstone course for the program. While this paper may take different forms to some degree, the same rubric, which was developed and tested by the

MPA faculty, is used to assess its content and presentation. These expectations reflect the program's defined competencies. The rubric is shared with the students, used by the faculty to inform them of students' progress on the project, and used by the MPA committee to assess the quality of the student's final project. Three sections of the rubric are mapped to students' demonstrated ability to participate in and contribute to the public policy process.

There were 4 students who enrolled in PADM 6900 in the 2020-2021 academic year. One wrote her professional paper as an individual project in fall 2020. The other 3 enrolled in 6900 in spring 2021 and completed a group project. (The other 5 who graduated during the SSY completed PADM 6900 in spring 2021 and completed electives in summer or fall).

Faculty Evaluation of Competencies: Each faculty member who is familiar with a student's work assesses their competency through a Qualtrics survey. The evaluations are administered to students at the midpoint of their program (after 18 hours are completed) and again when they graduate. For the midpoint evaluations, faculty members may not be familiar with students depending on who taught the core classes, and which courses the students complete in their first 18 hours. The evidence of learning that was gathered was the faculty members' ratings of student competency across three questions on the survey that are mapped to participate in and contribute to the public policy process.

There were 31 students for whom the midpoint faculty evaluation was conducted. Those results are not reported here. The data were collected and saved for comparison to the faculty evaluation of student competencies when they graduate.

There were 8 students for whom the graduation evaluation was completed during the self-study year. There was a 9th student for whom the PADM 6900 rubric assessment was completed because he was part of the group who took the class in the spring. He will not graduate until summer 2021, so he is not included as one of the students faculty evaluated during the self-study year.

3. How evidence of learning was analyzed:

Pretest-Posttest: Students complete a short, multiple choice and fill-in-the-blank test during new student orientation and again via Qualtrics during their final semester. The test itself is included in Appendix 1.co.

The test questions are mapped to the competencies. There are no questions on the pretest-posttest that map to the participate in and contribute to the public policy process competency. This means of assessment could therefore not be analyzed.

MPA Professional Paper and Defense: Faculty members complete a rubric about the capstone projects students complete in PADM 6900 MPA Professional Paper. The final paper and the presentation of the findings are both assessed.

The items on the rubric are mapped to the competencies (Appendix 1.cq). Those relevant to the participate in and contribute to the public policy process competency are:
- Presentation and public defense

There is one criterion for success:
- The papers and presentations will earn averaged scores of 8 or higher in the relevant sections of the rubric.

Students' performance for this means of assessment are available at Appendix 5.d.
- The criterion for success was met, as the average score for the students' presentation and public defense was 8.67. All students scored higher than an 8 on that section of the rubric.

In spite of achieving the criterion for success overall, assessment of these papers illustrated some problems with this means of assessment.
- The PADM 6900 class has required students to work in groups. The final report and presentation are a product of their combined efforts. The rubric is applied to the group. This makes it difficult for faculty members who were not the instructor of the class to assess students' ability to participate in and contribute to the policy process on an individual basis.

Faculty Evaluation of Competencies: Faculty members were sent a Qualtrics survey (Appendix 1.cm). Each student that is due to be evaluated is listed on the survey and faculty members are asked to identify the students they are able to evaluate. This is particularly relevant to the midpoint evaluations when faculty members may not yet have had the students in their classes and are therefore unable to assess their competency. The survey asks the faculty members to "evaluate how well you believe [student] is prepared to do the following" and then lists skills that are aligned to the competencies. The questions that are mapped to the participate in and contribute to the public policy process competency are:
- Participate in and contribute to the public policy process
- Make meaningful contributions to solving policy problems

The survey is administered at each student's midpoint in the program (defined as after 18 hours completed) and again when the students graduate. There are two criteria for success:
- At least 80% of students have improved their competency by at least one level between the two evaluations.
- At least 80% of students have improved their ability to a rating level of well or very well by the time they graduate.

Students' performance for this means of assessment are available at Appendix 5.e. The results of the assessment for the two criteria for success were:
- The first criterion for success was not met as only 13% of students' scores were at least 1 level higher at graduation than they were at the midpoint evaluation across the two questions that are mapped to this competency.

- The second criterion for success was met. Faculty members rated 100% of students as either well or very well prepared to participate in and contribute to the public policy process.

The performance on the first criterion illustrates some of the problems that have been identified with this means of assessment:
- For students who entered the program with high evaluations (rated 5 by the faculty), there was no opportunity for the score to improve, resulting in no change in their level. This impacts the program's ability to meet the first criterion for success. This may particularly be the case for in-service students.
- In addition, some students' evaluation scores decreased between the midpoint and graduation. The decreases are small and the cause is unclear. It is likely that rather than reflecting students' declining competence it is the result of changes in either the number of evaluations at the two evaluation points or the faculty members performing them.

4. How the evidence was used for program change(s) or the basis for determining that no change was needed:

Pretest-Posttest: The number of students for whom both a pretest and posttest were available was too small to draw meaningful conclusions or justify changes this academic year. There were pretest scores for just four students.

The faculty have determined that the MoA should be replaced with an exit exam with 50 or more questions to improve the quality of our assessment findings. This change is based on assessment results and experience since the pretest-posttest was started in 2017. The faculty will begin developing the test in fall 2021.

MPA Professional Paper and Defense: The number of student projects completed and assessed during the self-study year (2) limit the extent to which changes could be justified based on the results. Students performed well on this MoA, which may indicate that no change is needed at this time.

However, during the self-study year, the faculty discussed the approach that was being taken to the professional papers and strategized about ways it might be changed to improve results based on instructors' experiences in recent years and assessment results. Ways the class and project might be revised were discussed at length in the spring MPA faculty retreat. Observations and potential strategies included:
- It is likely that the way the professional paper projects have been designed and executed impacts students' performance. MPA faculty members have felt over several iterations of PADM 6900 that the nature of the paper assigned was suboptimal. There was a set of required elements that had to be included in each paper. The result of this tended to be that the students struggled to make their project fit the requirements, as they did not yet understand when they decided on their topics what had to be included in the final project. In some cases, this meant the valuable data they collected was not included or was analyzed using inappropriate methods simply to meet the requirements.

- The need to complete the project in one semester made it difficult for students to be truly successful. (Participants in the alumni focus group were asked about their experience in PADM 6900, as they had the most experience from which the program could learn. The short timeframe for the project was specifically mentioned as a barrier to success). Students or groups had to decide on a topic, do a literature review, develop a survey or interview protocol, identify a sample population or interviewees (often by searching websites for people in relevant positions and their contact information), distribute the survey (and wait for responses) and/or conduct interviews, integrate and analyze the data, write the results, and prepare a presentation. Even a professional researcher would find doing this in 15 weeks challenging. Response rates for the surveys and the number of interviews conducted were often quite low, undermining students' ability to report meaningful findings. This resulted in their drawing conclusions that could not be supported given their small N or risk having no results to report at all. Students struggled and were frustrated in trying to make their project fit the requirements. Faculty members teaching the class found they were having to give so much guidance that it was difficult to argue the projects were completed independently.
- Participants in the alumni focus group also argued in favor of more flexibility in the types of projects students undertake so that they could focus their work on something consistent with their career goals. This advice fit well with faculty members' own observations and experience with the class. Therefore, one of the goals in redesigning the class and project will be to provide more flexibility to students in choosing methodologies that fit more naturally with the topics they are interested in researching. Students will be: reminded about different types of data and coached on choosing data appropriate to the issue they are studying; presented with a slate of possible methods they could choose; and instructed by the faculty member about what must be done to assure their proposed project is sufficiently rigorous to meet expectations. Part of the faculty member's role will also be to assure that the projects undertaken by the students allow them to showcase the skills they have developed and their command of the competencies.
- The faculty will continue discussing the revised approach to teaching PADM 6900 in their fall retreat and throughout fall 2021 in anticipation of a large number of students (perhaps 20 with the Main Campus and Rocky Mount cohorts combined) enrolling in the class in spring 2022.

Based on our revised assessment plan, going forward professional papers will be assessed using the same master rubric that is applied at the class level. The program faculty will come to an agreement about which student learning outcomes are most appropriate for assessing each paper. (For instance, if the project does not involve budgeting or statistical analysis, those competencies would not be assessed). It is anticipated that each paper will be assessed using at least one competency from each of the competency domains, and that there will be a minimum number that have to be assessed (perhaps 8 or 10 of the 20). All 5 MPA faculty will then evaluate each Professional Paper using the agreed-upon rubric (Appendix 1.df.).

Faculty Evaluation of Competencies: The faculty deemed students to be well (or very well) prepared to participate in and contribute to the public policy process and solving policy problems. This may indicate that the program should continue its current practices relevant to the competency.

However, after administering the competency evaluations for several years, the MPA faculty have determined they are not very useful in determining the extent to which our students have command of the competencies. They are indirect means of assessment that are very subjective. In addition, depending on a faculty member's interaction with a student they may not be able to assess specific competencies. Furthermore, administering the evaluations at each student's midpoint and graduation created problems. Students who scored high on competencies after having completed at least 18 hours of classwork, as one might particularly expect with in-service students, undermine assessment of the program as their scores may not increase over time because they were already strong.

Standard 5 Part C

To Analyze, Synthesize, Think Critically, Solve Problems, and Make Decisions

1.   Definition of student learning outcome(s) for the competency being assessed:

The Program emphasizes the importance of developing analytical, problem-solving, and decision-making skills in all of our classes. MPA graduates are expected to think critically about their organizations, communities, and their own capabilities. Emphasis is placed on the importance of being a critical consumer of information, vetting sources of information and data, and understanding the decisions and biases that are inherent in all source materials. Graduates are expected to apply their analytical skills to the analysis of public issues, to synthesize the dimensions of those issues, construct appropriate alternative policies to address them, and employ appropriate processes for reaching decisions.

Upon completion of the MPA degree, we expect our students to be able to:
- Perform financial condition analysis
- Present the results of statistical analyses
- Identify and use quality data sources
- Articulate and apply appropriate methods for analyzing a public policy or management problem

2.   Evidence of learning that was gathered:

It is recommended that reviewers have the files located in Appendix 5 available as they read the assessment reporting below. It will help clarify the different number of students who are reported for different means of assessment. A table that summarizes the student population that was assessed during the self-study year, with their year of entry into the program, terms when different assessment instruments were applied, and their graduation term is provided in Appendix 5.b.

Pretest-Posttest: The pretest was administered to incoming students at an orientation session conducted at the beginning of each semester. The posttest was given via Qualtrics to graduating students, with follow-up via email for those who had not yet completed the posttest. There is one question on the test that is intended to measure students' ability to analyze, synthesize, think critically, solve problems, and make decisions.

The pretest was administered to 9 students in fall 2020 and 0 in spring 2021. Pretest scores are not reported here. They are collected, stored, and serve as a student's baseline to be compared with their posttest results when they graduate.

The program graduated 9 students in the 2020-2021 academic year (one summer 2020, six fall 2020, and two spring 2021). The posttest was completed by 6 students.

MPA Professional Paper and Defense: Each student is expected to participate in the problem identification, research design, data collection, analysis, research, writing, and defense of a

professional paper in PADM 6900, the capstone course for the program. While this paper may take different forms to some degree, the same rubric, which was developed and tested by the MPA faculty, is used to assess its content and presentation. These expectations reflect the program's defined competencies. The rubric is shared with the students, used by the faculty to inform them of students' progress on the project, and used by the MPA committee to assess the quality of the student's final project. Three sections of the rubric are mapped to students' demonstrated ability to analyze, synthesize, think critically, solve problems, and make decisions.

There were 4 students who enrolled in PADM 6900 in the 2020-2021 academic year. One wrote her professional paper as an individual project in fall 2020. The other 3 enrolled in 6900 in spring 2021 and completed a group project. (The other 5 who graduated during the SSY completed PADM 6900 in spring 2021 and completed electives in summer or fall).

Faculty Evaluation of Competencies: Each faculty member who is familiar with a student's work assesses their competency through a Qualtrics survey. The evaluations are administered to students at the midpoint of their program (after 18 hours are completed) and again when they graduate. For the midpoint evaluations, faculty members may not be familiar with students depending on who taught the core classes, and which courses the students complete in their first 18 hours. The evidence of learning that was gathered was the faculty members' ratings of student competency across three questions on the survey that are mapped to analyze, synthesize, think critically, solve problems, and make decisions.

There were 31 students for whom the midpoint faculty evaluation was conducted. Those results are not reported here. The data were collected and saved for comparison to the faculty evaluation of student competencies when they graduate.

There were 8 students for whom the graduation evaluation was completed during the self-study year. There was a 9th student for whom the PADM 6900 rubric assessment was completed because he was part of the group who took the class in the spring. He will not graduate until summer 2021, so he is not included as one of the students faculty evaluated during the self-study year.

3. How evidence of learning was analyzed:

Pretest-Posttest: Students complete a short, multiple choice and fill-in-the-blank test during new student orientation and again via Qualtrics during their final semester. The test itself is included in Appendix 1.co.

The test questions are mapped to the competencies. The four relevant to the analyze, synthesize, think critically, solve problems, and make decisions competency are:
- You are in charge of assessing the performance of a smoking cessation program. One measure requires you to measure and compare the number of smoking-related illnesses participants have in the year before and the year after participating in the program. What type of measurement is this considered? (Possible responses included outcomes, inputs, and outputs).

- A parole program is considering adopting a new public policy and uses the measurement of 'cost per offender' as part of the analysis. What type of analysis would likely use such a measurement? (Possible responses included positive theory, normative analysis, cost-benefit analysis, and cost-effectiveness analysis).
- Culinary students have been distributing bags of candy, you have received a bag with 190 candies in it. What is the z-score for this number, if the average number of candies per bag is 176, and the standard deviation equals 9? (Possible responses included 2, 1.56, 1, and -1.5).
- The correlation between scores from Time 1 and Time 2 is called _____. (Possible responses included Inter-rater, Parallel forms. Internal consistency, and Test-retest).

There are two criteria for success:
- At least 80% of students who complete the posttest will score at least 80% on the mapped questions.
- At least 80% of students have improved their scores on the test questions between the pretest and posttest.

Students' performance for this means of assessment are available at Appendix 5.c. The results for the two criteria for success were:
- The criterion for success was not met, as only 71% of students who completed the posttest scored an 80% or higher across the 4 mapped questions.
- The criterion for success was not met. There was only 1 student for whom both the pretest and posttest scores were available. That student improved on one question, did worse on a second question, and got the other two questions right on both tests. This resulted in 0% of students showing improvement.

These results illustrate the problems that have been identified for this means of assessment.
- The response rate is low, with pretest scores for only 4 of 9 graduates. This happened for a number of reasons, including students not completing the pretest and at least one term when the pretest was not administered.

MPA Professional Paper and Defense: Faculty members complete a rubric about the capstone projects students complete in PADM 6900 MPA Professional Paper. The final paper and the presentation of the findings are both assessed.

The items on the rubric are mapped to the competencies (Appendix 1.cq). Those relevant to the analyze, synthesize, think critically, solve problems, and make decisions competency are:
- Feasibility
- Problem background
- Goals and objectives
- Stakeholders
- Measurement criteria
- Research methods and procedures
- Hypotheses and alternatives
- Analysis

- Overall work progress

There is one criterion for success:
- The papers and presentations will earn averaged scores of 8 or higher in the relevant sections of the rubric.

Students' performance for this means of assessment are available at Appendix 5.d.
- The criterion for success was met. The average of the scores for the rubric sections that mapped to the competency was 8.13%.

In spite of achieving the criterion for success overall, assessment of these papers illustrated some problems with this means of assessment.
- The PADM 6900 class has required students to work in groups. The final report and presentation are a product of their combined efforts. The rubric is applied to the group. This makes it difficult for faculty members who were not the instructor of the class to assess students' analytical, critical thinking, and problem-solving skills on an individual basis.

Faculty Evaluation of Competencies: Faculty members were sent a Qualtrics survey (Appendix 1.cm). Each student that is due to be evaluated is listed on the survey and faculty members are asked to identify the students they are able to evaluate. This is particularly relevant to the midpoint evaluations when faculty members may not yet have had the students in their classes and are therefore unable to assess their competency. The survey asks the faculty members to "evaluate how well you believe [student] is prepared to do the following" and then lists skills that are aligned to the competencies. The questions that are mapped to the analyze, synthesize, think critically, solve problems, and make decisions competency are:
- Analyze the effectiveness of proposed policy alternatives
- Analyze, synthesize, think critically, solve problems, and make decisions

The survey is administered at each student's midpoint in the program (defined as after 18 hours completed) and again when the students graduate. There are two criteria for success:
- At least 80% of students have improved their competency by at least one level between the two evaluations.
- At least 80% of students have improved their ability to a rating level of well or very well by the time they graduate.

Students' performance for this means of assessment are available at Appendix 5.e. The results of the assessment for the two criteria for success were:
- The criterion for success for the first competency was not met. Only 19% of students had evaluation scores that increased between the midpoint and graduation.
- The criterion for success for the second competency was met, as 100% of students were judged to perform at the level of well or very well.

The performance on the first criterion illustrates some of the problems that have been identified with this means of assessment:

- For students who entered the program with high evaluations (rated 5 by the faculty), there was no opportunity for the score to improve, resulting in no change in their level. This impacts the program's ability to meet the first criterion for success. This may particularly be the case for in-service students.
- In addition, some students' evaluation scores decreased between the midpoint and graduation. The decreases are small and the cause is unclear. It is likely that rather than reflecting students' declining competency it is the result of changes in either the number of evaluations at the two evaluation points or the faculty members performing them.

4. How the evidence was used for program change(s) or the basis for determining that no change was needed:

Pretest-Posttest: The number of students for whom both a pretest and posttest were available was too small to draw meaningful conclusions or justify changes this academic year. There were pretest scores for just four students. However, faculty continue to emphasize the importance of building these skills to students and a considerable amount of class time is devoted to them in the program's core methods and analysis sequence (PADM 6101, 6102, 6161, and 6900).

The faculty have determined that the MoA should be replaced with an exit exam with 50 or more questions to improve the quality of our assessment findings. This change is based on assessment results and experience since the pretest-posttest was started in 2017. The faculty will begin developing the test in fall 2021.

MPA Professional Paper and Defense: The number of student projects completed and assessed during the self-study year (2) limits the extent to which changes could be justified based on the results. Across the 9 sections of the PADM 6900 rubric, students scored lowest on their ability to identify relevant stakeholders and their decision-making responsibility and on systematically assessing the thesis, policy alternatives and criterion for success. This performance level will be considered carefully as the faculty consider alternate approaches that could be taken to the professional papers. In addition, faculty members have recognized the need to explicitly explain to students how the concepts they are being taught and using in exercises and assignments will be applicable to their PADM 6900 professional papers in every core class.

During the self-study year, the faculty discussed the approach that was being taken to the professional papers and strategized about ways it might be changed to improve results based on instructors' experiences in recent years and assessment results. Ways the class and project might be revised were discussed at length in the spring MPA faculty retreat. Observations and potential strategies included:
- It is likely that the way the professional paper projects have been designed and executed impacts students' performance. MPA faculty members have felt over several iterations of PADM 6900 that the nature of the paper assigned was suboptimal. There was a set of required elements that had to be included in each paper. The result of this tended to be that the students struggled to make their project fit the requirements, as they did not yet understand when they decided on their topics what had to be included in the final project.

In some cases, this meant the valuable data they collected was not included or was analyzed using inappropriate methods simply to meet the requirements.

- The need to complete the project in one semester made it difficult for students to be truly successful. (Participants in the alumni focus group were asked about their experience in PADM 6900, as they had the most experience from which the program could learn. The short timeframe for the project was specifically mentioned as a barrier to success). Students or groups had to decide on a topic, do a literature review, develop a survey or interview protocol, identify a sample population or interviewees (often by searching websites for people in relevant positions and their contact information), distribute the survey (and wait for responses) and/or conduct interviews, integrate and analyze the data, write the results, and prepare a presentation. Even a professional researcher would find doing this in 15 weeks challenging. Response rates for the surveys and the number of interviews conducted were often quite low, undermining students' ability to report meaningful findings. This resulted in their drawing conclusions that could not be supported given their small N or risk having no results to report at all. Students struggled and were frustrated in trying to make their project fit the requirements. Faculty members teaching the class found they were having to give so much guidance that it was difficult to argue the projects were completed independently.
- Participants in the alumni focus group also argued in favor of more flexibility in the types of projects students undertake so that they could focus their work on something consistent with their career goals. This advice fit well with faculty members' own observations and experience with the class. Therefore, one of the goals in redesigning the class and project will be to provide more flexibility to students in choosing methodologies that fit more naturally with the topics they are interested in researching. Students will be: reminded about different types of data and coached on choosing data appropriate to the issue they are studying; presented with a slate of possible methods they could choose; and instructed by the faculty member about what must be done to assure their proposed project is sufficiently rigorous to meet expectations. Part of the faculty member's role will also be to assure that the projects undertaken by the students allow them to showcase the skills they have developed and their command of the competencies.
- The faculty will continue discussing the revised approach to teaching PADM 6900 in their fall retreat and throughout fall 2021 in anticipation of a large number of students (perhaps 20 with the Main Campus and Rocky Mount cohorts combined) enrolling in the class in spring 2022.

Based on our revised assessment plan, going forward professional papers will be assessed using the same master rubric that is applied at the class level. The program faculty will come to an agreement about which student learning outcomes are most appropriate for assessing each paper. (For instance, if the project does not involve budgeting or statistical analysis, those competencies would not be assessed). It is anticipated that each paper will be assessed using at least one competency from each of the competency domains, and that there will be a minimum number that have to be assessed (perhaps 8 or 10 of the 20). All 5 MPA faculty will then evaluate each Professional Paper using the agreed-upon rubric (Appendix 1.df.).

Faculty Evaluation of Competencies: Significant emphasis will continue to be placed on the importance of students developing these skills, as they are fundamental to one's ability to

function as an administrator. The faculty will assure that relevant content that is included in every core class is updated regularly and a major component of classroom activities. Students will be encouraged to consider how their personal experiences and biases may impact their analytical activities. In addition, the way community diversity provides the context of decision-making processes will be emphasized.

After administering the competency evaluations for several years, the MPA faculty have determined they are not very useful in determining the extent to which our students have command of the competencies. They are indirect means of assessment that are very subjective. In addition, depending on a faculty member's interaction with a student they may not be able to assess specific competencies. Furthermore, administering the evaluations at each student's midpoint and graduation created problems. Students who scored high on competencies after having completed at least 18 hours of classwork, as one might particularly expect with in-service students, undermine assessment of the program as their scores may not increase over time because they were already strong.

Standard 5 Part C

To Articulate and Apply a Public Service Perspective

1.   Definition of student learning outcome(s) for the competency being assessed:

The Program believes that it is vital that MPA graduates be ethical, distinguish between public and non-public issues, assess and respond to ethical dilemmas, understand and work toward social equity in public service, and be able to articulate and apply performance management and measurement processes. In their professional lives, our graduates will have to comprehend and value the complexity of their communities and the perspectives of different stakeholders. This also means appreciating the values and interests behind those perspectives. Graduates must also be capable of analyzing and synthesizing the differing points of view as they seek to serve the broader public perspective.

Upon completion of the MPA degree, we expect our students to be able to:
*   Behave ethically and with integrity
*   Distinguish public from non-public issues
*   Identify and analyze ethical dilemmas relevant to serving the public
*   Apply concepts of social equity to public service
*   Articulate and apply methods for measuring and managing performance

2.   Evidence of learning that was gathered:

It is recommended that reviewers have the files located in Appendix 5 available as they read the assessment reporting below. It will help clarify the different number of students who are reported for different means of assessment. A table that summarizes the student population that was assessed during the self-study year, with their year of entry into the program, terms when different assessment instruments were applied, and their graduation term is provided in Appendix 5.b.

Pretest-Posttest: The pretest was administered to incoming students at an orientation session conducted at the beginning of each semester. The posttest was given via Qualtrics to graduating students, with follow-up via email for those who had not yet completed the posttest. There is one question on the test that is intended to measure students' ability to articulate and apply a public service perspective.

The pretest was administered to 9 students in fall 2020 and 0 in spring 2021. Pretest scores are not reported here. They are collected, stored, and serve as a student's baseline to be compared with their posttest results when they graduate.

The program graduated 9 students in the 2020-2021 academic year (one summer 2020, six fall 2020, and two spring 2021). The posttest was completed by 6 students.

MPA Professional Paper and Defense: Each student is expected to participate in the problem identification, research design, data collection, analysis, research, writing, and defense of a professional paper in PADM 6900, the capstone course for the program. While this paper may take different forms to some degree, the same rubric, which was developed and tested by the MPA faculty, is used to assess its content and presentation. These expectations reflect the program's defined competencies. The rubric is shared with the students, used by the faculty to inform them of students' progress on the project, and used by the MPA committee to assess the quality of the student's final project. Three sections of the rubric are mapped to students' demonstrated ability to articulate and apply a public service perspective.

There were 4 students who enrolled in PADM 6900 in the 2020-2021 academic year. One wrote her professional paper as an individual project in fall 2020. The other 3 enrolled in 6900 in spring 2021 and completed a group project. (The other 5 who graduated during the SSY completed PADM 6900 in spring 2021 and completed electives in summer or fall).

Faculty Evaluation of Competencies: Each faculty member who is familiar with a student's work assesses their competency through a Qualtrics survey. The evaluations are administered to students at the midpoint of their program (after 18 hours are completed) and again when they graduate. For the midpoint evaluations, faculty members may not be familiar with students depending on who taught the core classes, and which courses the students complete in their first 18 hours. The evidence of learning that was gathered was the faculty members' ratings of student competency across three questions on the survey that are mapped to articulate and apply a public service perspective.

There were 31 students for whom the midpoint faculty evaluation was conducted. Those results are not reported here. The data were collected and saved for comparison to the faculty evaluation of student competencies when they graduate.

There were 8 students for whom the graduation evaluation was completed during the self-study year. There was a 9th student for whom the PADM 6900 rubric assessment was completed because he was part of the group who took the class in the spring. He will not graduate until summer 2021, so he is not included as one of the students faculty evaluated during the self-study year.

3. How evidence of learning was analyzed:

Pretest-Posttest: Students complete a short, multiple choice and fill-in-the-blank test during new student orientation and again via Qualtrics during their final semester. The test itself is included in Appendix 1.co.

The test questions are mapped to the competencies. The two relevant to the articulate a public service perspective competency are:
- _____ defined bureaucracy and specified three types of legitimate authority in bureaucracies—legal, traditional, charismatic. He also is given credit for defining, in detail, the features of bureaucracies. For example, he explained, division of labor based

on specialization, well-defined hierarchy of authority, standard operating procedures, and impersonality are characteristics of bureaucracies. (Possible responses included: Max Weber, Henri Fayol, Luther Gulick, and Frederick Taylor).
- Originating in the late 1800s, what is the notion called that politicians create policy, public administrators execute policy, and a neutral civil service should be insulated from politics at large? (Possible responses included: Appointee-careerist tension, Fact-value dichotomy, Politics-administration dichotomy, and Street-level bureaucracy).

There are two criteria for success:
- At least 80% of students who complete the posttest will score at least 80% on the mapped questions.
- At least 80% of students have improved their scores on the test questions between the pretest and posttest.

Students' performance for this means of assessment are available at Appendix 5.c. The results for the two criteria for success were:
- The first criterion for success was not met, as only 67% of students' responses to the mapped questions were correct.
- The second criterion for success was not met, as no students showed improvement between the two tests. In all but one case, this was because there was no pretest score for the student so improvement could not be measured. In one case the student got the question incorrect on both tests.

These results illustrate the problems that have been identified for this means of assessment.
- The response rate is low, with pretest scores for only 4 of 9 graduates. This happened for a number of reasons, including students not completing the pretest and at least one term when the pretest was not administered.
- With only two questions mapped to the competency, students can score 0%, 50%, or 100%. Achieving the criterion average of 80% across multiple students is possible, but difficult if the number of students taking the test is small or if several answer the questions incorrectly.

MPA Professional Paper and Defense: Faculty members complete a rubric about the capstone projects students complete in PADM 6900 MPA Professional Paper. The final paper and the presentation of the findings are both assessed.

The items on the rubric are mapped to the competencies (Appendix 1.cq). The one relevant to the articulate and apply a public service perspective competency is:
- Problem statement

There is one criterion for success:
- The papers and presentations will earn averaged scores of 8 or higher in the relevant sections of the rubric.

Students' performance for this means of assessment are available at Appendix 5.d.

- The criterion for success was met. Faculty members' evaluation of students' problem statements averaged 8.17.

In spite of achieving the criterion for success overall, assessment of these papers illustrated some problems with this means of assessment.
- The PADM 6900 class has required students to work in groups. The final report and presentation are a product of their combined efforts. The rubric is applied to the group. This makes it difficult for faculty members who were not the instructor of the class to assess students' command of this competency on an individual basis. Assessing students' ability to articulate a public service perspective orally is possible because each has to participate in the presentation. Their ability to articulate a public service perspective in writing is more difficult to assess.

Faculty Evaluation of Competencies: Faculty members were sent a Qualtrics survey (Appendix 1.cm). Each student that is due to be evaluated is listed on the survey and faculty members are asked to identify the students they are able to evaluate. This is particularly relevant to the midpoint evaluations when faculty members may not yet have had the students in their classes and are therefore unable to assess their competency. The survey asks the faculty members to "evaluate how well you believe [student] is prepared to do the following" and then lists skills that are aligned to the competencies. The questions that are mapped to articulate and apply a public service perspective competency are:
- Articulate a public perspective
- Express themselves effectively in writing

The survey is administered at each student's midpoint in the program (defined as after 18 hours completed) and again when the students graduate. There are two criteria for success:
- At least 80% of students have improved their competency by at least one level between the two evaluations.
- At least 80% of students have improved their ability to a rating level of well or very well by the time they graduate.

Students' performance for this means of assessment are available at Appendix 5.e. The results of the assessment for the two criteria for success were:
- The first criterion for success was not met, as only 25% of students' scores increased by at least one rating level between the midpoint and graduation competency evaluations.
- The second criterion for success was met. Faculty evaluations of students' ability to articulate a public perspective and express themselves in writing rated 100% as doing either well or very well in this competency.

The performance illustrates some of the problems that have been identified with this means of assessment:
- For students who entered the program with high evaluations (rated 5 by the faculty), there was no opportunity for the score to improve, resulting in no change in their level. This impacts the program's ability to meet the first criterion for success. This may particularly be the case for in-service students.

4

- In addition, some students' evaluation scores decreased between the midpoint and graduation. The decreases are small and the cause is unclear. It is likely that rather than reflecting students' declining competency it is the result of changes in either the number of evaluations at the two evaluation points or the faculty members performing them.

4. How the evidence was used for program change(s) or the basis for determining that no change was needed:

Pretest-Posttest: The number of students for whom both a pretest and posttest were available was too small to draw meaningful conclusions or justify changes this academic year. There were pretest scores for just four students.

The faculty have determined that the MoA should be replaced with an exit exam with 50 or more questions to improve the quality of our assessment findings. This change is based on assessment results and experience since the pretest-posttest was started in 2017. The faculty will begin developing the test in fall 2021.

MPA Professional Paper and Defense: The number of student projects completed and assessed during the self-study year (2) limit the extent to which changes could be justified based on the results. However, the fact that student performance did not meet the criterion for success for organization and quality of their writing indicates a potential need for improvement in that area. In fall 2021 the MPA faculty will discuss strategies that might be employed in all core classes that could improve student writing.

During the self-study year, the faculty discussed the approach that was being taken to the professional papers and strategized about ways it might be changed to improve results based on instructors' experiences in recent years and assessment results. Ways the class and project might be revised were discussed at length in the spring MPA faculty retreat. Observations and potential strategies included:
- It is likely that the way the professional paper projects have been designed and executed impacts students' performance. MPA faculty members have felt over several iterations of PADM 6900 that the nature of the paper assigned was suboptimal. There was a set of required elements that had to be included in each paper. The result of this tended to be that the students struggled to make their project fit the requirements, as they did not yet understand when they decided on their topics what had to be included in the final project. In some cases, this meant the valuable data they collected was not included or was analyzed using inappropriate methods simply to meet the requirements.
- The need to complete the project in one semester made it difficult for students to be truly successful. (Participants in the alumni focus group were asked about their experience in PADM 6900, as they had the most experience from which the program could learn. The short timeframe for the project was specifically mentioned as a barrier to success). Students or groups had to decide on a topic, do a literature review, develop a survey or interview protocol, identify a sample population or interviewees (often by searching websites for people in relevant positions and their contact information), distribute the survey (and wait for responses) and/or conduct interviews, integrate and analyze the data,

write the results, and prepare a presentation. Even a professional researcher would find doing this in 15 weeks challenging. Response rates for the surveys and the number of interviews conducted were often quite low, undermining students' ability to report meaningful findings. This resulted in their drawing conclusions that could not be supported given their small N or risk having no results to report at all. Students struggled and were frustrated in trying to make their project fit the requirements. Faculty members teaching the class found they were having to give so much guidance that it was difficult to argue the projects were completed independently.

- Participants in the alumni focus group also argued in favor of more flexibility in the types of projects students undertake so that they could focus their work on something consistent with their career goals. This advice fit well with faculty members' own observations and experience with the class. Therefore, one of the goals in redesigning the class and project will be to provide more flexibility to students in choosing methodologies that fit more naturally with the topics they are interested in researching. Students will be: reminded about different types of data and coached on choosing data appropriate to the issue they are studying; presented with a slate of possible methods they could choose; and instructed by the faculty member about what must be done to assure their proposed project is sufficiently rigorous to meet expectations. Part of the faculty member's role will also be to assure that the projects undertaken by the students allow them to showcase the skills they have developed and their command of the competencies.
- The faculty will continue discussing the revised approach to teaching PADM 6900 in their fall retreat and throughout fall 2021 in anticipation of a large number of students (perhaps 20 with the Main Campus and Rocky Mount cohorts combined) enrolling in the class in spring 2022.

Based on our revised assessment plan, going forward professional papers will be assessed using the same master rubric that is applied at the class level. The program faculty will come to an agreement about which student learning outcomes are most appropriate for assessing each paper. (For instance, if the project does not involve budgeting or statistical analysis, those competencies would not be assessed). It is anticipated that each paper will be assessed using at least one competency from each of the competency domains, and that there will be a minimum number that have to be assessed (perhaps 8 or 10 of the 20). All 5 MPA faculty will then evaluate each Professional Paper using the agreed-upon rubric (Appendix 1.df.).

Faculty Evaluation of Competencies: The criteria for success in this MoA were met. Faculty will continue to emphasize and devote additional instructional time to the importance of being able to articulate a public service perspective in both the quality of writing and in presentations. We will work to increase emphasis on the importance of understanding the diverse communities they work with and how that diversity should influence their interactions and communication. More effort will also be made by the faculty to identify diversity-related content in classes explicitly, to assure students understand its relevance.

After administering the competency evaluations for several years, the MPA faculty have determined they are not very useful in determining the extent to which our students have command of the competencies. They are indirect means of assessment that are very subjective. In addition, depending on a faculty member's interaction with a student they may not be able to

assess specific competencies. Furthermore, administering the evaluations at each student's midpoint and graduation created problems. Students who scored high on competencies after having completed at least 18 hours of classwork, as one might particularly expect with in-service students, undermine assessment of the program as their scores may not increase over time because they were already strong.

Standard 5 Part C

**Communicate and Interact Productively with a Diverse and
Changing Workforce and Citizenry**

1.   Definition of student learning outcome(s) for the competency being assessed:

The program interprets this competency as emphasizing the importance of working to build effective communication skills among our graduates. In any employment setting, our graduates will need to understand the diversity of the communities in which they live and work, as well as the changing demographics of the workforce. Graduates must understand how to communicate with a diverse and changing workforce and citizenry.

This also means being able to use appropriate means of communication to receive and seek public input as well as to disseminate information. In addition, our graduates should be able to make clear, concise public presentations and express themselves effectively in writing.

Upon completion of the MPA degree, we expect our students to be able to:
- Communicate effectively in writing
- Communicate effectively in speech
- Foster and promote inclusion
- Function effectively within the diverse communities in which they live and work

2.   Evidence of learning that was gathered:

Appendix 5 contains documents, including assessment data tables, that will make it easier for reviewers to follow the assessment reporting below. It will help clarify the different number of students who are reported for different means of assessment. A table that summarizes the student population that was assessed during the self-study year, with their year of entry into the program, terms when different assessment instruments were applied, and their graduation term is provided in Appendix 5.b.

Pretest-Posttest: The pretest was administered to incoming students at an orientation session conducted at the beginning of each semester. The posttest was given via Qualtrics to graduating students, with follow-up via email for those who had not yet completed the posttest. There is one question on the test that is intended to measure students' ability to communicate and interact productively with a diverse and changing workforce and citizenry.

The pretest was administered to 9 students in fall 2020 and 0 in spring 2021. Pretest scores are not reported here. They are collected, stored, and serve as a student's baseline to be compared with their posttest results when they graduate.

The program graduated 9 students in the 2020-2021 academic year (one summer 2020, six fall 2020, and two spring 2021). The posttest was completed by 6 students.

MPA Professional Paper and Defense: Each student is expected to participate in the problem identification, research design, data collection, analysis, research, writing, and defense of a professional paper in PADM 6900, the capstone course for the program. While this paper may take different forms to some degree, the same rubric, which was developed and tested by the MPA faculty, is used to assess its content and presentation. These expectations reflect the program's defined competencies. The rubric is shared with the students, used by the faculty to inform them of students' progress on the project, and used by the MPA committee to assess the quality of the student's final project. Three sections of the rubric are mapped to students' demonstrated ability to communicate and interact productively with a diverse and changing workforce and citizenry.

There were 4 students who enrolled in PADM 6900 in the 2020-2021 academic year. One wrote her professional paper as an individual project in fall 2020. The other 3 enrolled in 6900 in spring 2021 and completed a group project. (The other 5 who graduated during the SSY completed PADM 6900 in spring 2021 and completed electives in summer or fall).

Faculty Evaluation of Competencies: Each faculty member who is familiar with a student's work assesses their competency through a Qualtrics survey. The evaluations are administered to students at the midpoint of their program (after 18 hours are completed) and again when they graduate. For the midpoint evaluations, faculty members may not be familiar with students depending on who taught the core classes, and which courses the students complete in their first 18 hours. The evidence of learning that was gathered was the faculty members' ratings of student competency across three questions on the survey that are mapped to communicate and interact productively with a diverse and changing workforce and citizenry.

There were 31 students for whom the midpoint faculty evaluation was conducted. Those results are not reported here. The data were collected and saved for comparison to the faculty evaluation of student competencies when they graduate.

There were 8 students for whom the graduation evaluation was completed during the self-study year. There was a 9th student for whom the PADM 6900 rubric assessment was completed because he was part of the group who took the class in the spring. He will not graduate until summer 2021, so he is not included as one of the students faculty evaluated during the self-study year.

3. How evidence of learning was analyzed:

Pretest-Posttest: Students complete a short, multiple choice and fill-in-the-blank test during new student orientation and again via Qualtrics during their final semester. The test itself is included in Appendix 1.co.

The test questions are mapped to the competencies. The one relevant to the communicate and interact productively with a diverse and changing workforce and citizenry competency are:

- When speaking about goals and objectives, the acronym SMART is often used. What does SMART mean? (spaces provided for students to enter the 5 words associated with the acronym).

There are two criteria for success:
- At least 80% of students who complete the posttest will score at least 80% on the mapped questions.
- At least 80% of students have improved their scores on the test questions between the pretest and posttest.

Students' performance for this means of assessment are available at Appendix 5.c. The results for the two criteria for success were:
- The first criterion was met. Of the 6 students who took the posttest, 83% scored 80% or higher on the question that was mapped to this competency.
- The second criterion cannot be assessed in any meaningful way, as only 1 of the 9 students who graduated during the SSY had a score for the pretest to compare to the posttest. That one student got the response right on both the pretest and posttest, so they technically did not show improvement.

These results illustrate the problems that have been identified for this means of assessment.
- The response rate is low, with pretest scores for only 4 of 9 graduates. This happened for a number of reasons, including students not completing the pretest and at least one term when the pretest was not administered.
- In most cases, including the communicate and interact productively with a diverse and changing workforce and citizenry competency, there is only one test question mapped to each competency. Students can therefore only score 0% or 100% for each question.

MPA Professional Paper and Defense: Faculty members complete a rubric about the capstone projects students complete in PADM 6900 MPA Professional Paper. The final paper and the presentation of the findings are both assessed.

The items on the rubric are mapped to the competencies (Appendix 1.cq). Those relevant to the communicate and interact productively with a diverse and changing workforce and citizenry competency are:
- Presentation/public defense
- Answering questions of the audience and faculty.
- Organization and quality of writing

There is one criterion for success:
- The papers and presentations will earn averaged scores of 8 or higher in the relevant sections of the rubric.

Students' performance for this means of assessment are available at Appendix 5.d.
- The criterion for success was met. The overall average of the scores (all faculty evaluations across three questions) was 8.28. For the sections of the rubric about the presentation and public defense and answering questions from the audience, the average

faculty scores were 8.67, so the criterion was met for those as well. Students' assessed performance on the organization and quality of writing was a 7.5, which does not meet the criterion for success, indicating a need for improvement in this area.

In spite of achieving the criterion for success overall, assessment of these papers illustrated some problems with this means of assessment.

- The PADM 6900 class has required students to work in groups. The final report and presentation are a product of their combined efforts. The rubric is applied to the group. This makes it difficult for faculty members who were not the instructor of the class to assess students' organization and writing skills on an individual basis. Faculty members have more ability to assess students' presentation skills, though evaluating the presentation slides is less straightforward as they are unlikely to know who was responsible for their content and organization.

Faculty Evaluation of Competencies: Faculty members were sent a Qualtrics survey (Appendix 1.cm). Each student that is due to be evaluated is listed on the survey and faculty members are asked to identify the students they are able to evaluate. This is particularly relevant to the midpoint evaluations when faculty members may not yet have had the students in their classes and are therefore unable to assess their competency. The survey asks the faculty members to "evaluate how well you believe [student] is prepared to do the following" and then lists skills that are aligned to the competencies. The questions that are mapped to the communicate and interactive productively with a diverse and changing workforce and citizenry competency are:

- Communicate and interact productively with a diverse and changing workforce and citizenry.
- Make effective public presentations.
- Express themselves effectively in writing.

The survey is administered at each student's midpoint in the program (defined as after 18 hours completed) and again when the students graduate. There are two criteria for success:

- At least 80% of students have improved their competency by at least one level between the two evaluations.
- At least 80% of students have improved their ability to a rating level of well or very well by the time they graduate.

Students' performance for this means of assessment are available at Appendix 5.e. The results of the assessment for the two criteria for success were:

- The first criterion for success was not met, overall or for any of the 3 questions individually. The average change in levels across all students and questions was .45, indicating an improvement of less than 1 full level on the scale. However, the results demonstrate overall improvement in all three areas of communication.
- The second criterion for success was met. At the time of graduation all faculty rated all students as being either well (4) or very well (5) in command of this competency.

The performance on the first criterion illustrates some of the problems that have been identified with this means of assessment:

- For students who entered the program with strong performance (rated 5 by the faculty), there was no opportunity for the score to improve, resulting in no change in their level. This impact the program's ability to meet the first criterion for success. This may particularly be the case for in-service students.
- In addition, some students' evaluation scores decreased between the midpoint and graduation. The decreases are small and it is unclear what caused faculty members' perceptions of the students' command of the competencies to decrease for those students. It is possible that the difference reflects faculty members evaluating students at graduation who were not familiar with their work at the midpoint and therefore did not evaluate them. It is also possible that it is a function of the math associated with different numbers of evaluations in the calculations at the midpoint and graduation.

4. How the evidence was used for program change(s) or the basis for determining that no change was needed:

Pretest-Posttest: The number of students for whom both a pretest and posttest were available was too small to draw meaningful conclusions or justify changes this academic year. There were pretest scores for just four students.

The faculty have determined that the MoA should be replaced with an exit exam with 50 or more questions to improve the quality of our assessment findings. This change is based on assessment results and experience since the pretest-posttest was started in 2017. The faculty will begin developing the test in fall 2021.

MPA Professional Paper and Defense: The number of student projects completed and assessed during the self-study year (2) limits the extent to which changes could be justified based on the results. However, the fact that student performance did not meet the criterion for success for organization and quality of their writing indicates a potential need for improvement in that area. In fall 2021 the MPA faculty will discuss strategies that might be employed in all core classes that could improve student writing.

During the self-study year, the faculty discussed the approach that was being taken to the professional papers and strategized about ways it might be changed to improve results based on instructors' experiences in recent years and assessment results. Ways the class and project might be revised were discussed at length in the spring MPA faculty retreat. Observations and potential strategies included:
- It is likely that the way the professional paper projects have been designed and executed impacts students' performance. MPA faculty members have felt over several iterations of PADM 6900 that the nature of the paper assigned was suboptimal. There was a set of required elements that had to be included in each paper. The result of this tended to be that the students struggled to make their project fit the requirements, as they did not yet understand when they decided on their topics what had to be included in the final project. In some cases, this meant the valuable data they collected was not included or was analyzed using inappropriate methods simply to meet the requirements.
- The need to complete the project in one semester made it difficult for students to be truly successful. (Participants in the alumni focus group were asked about their experience in

PADM 6900, as they had the most experience from which the program could learn. The short timeframe for the project was specifically mentioned as a barrier to success). Students or groups had to decide on a topic, do a literature review, develop a survey or interview protocol, identify a sample population or interviewees (often by searching websites for people in relevant positions and their contact information), distribute the survey (and wait for responses) and/or conduct interviews, integrate and analyze the data, write the results, and prepare a presentation. Even a professional researcher would find doing this in 15 weeks challenging. Response rates for the surveys and the number of interviews conducted were often quite low, undermining students' ability to report meaningful findings. This resulted in their drawing conclusions that could not be supported given their small N or risk having no results to report at all. Students struggled and were frustrated in trying to make their project fit the requirements. Faculty members teaching the class found they were having to give so much guidance that it was difficult to argue the projects were completed independently.

- Participants in the alumni focus group also argued in favor of more flexibility in the types of projects students undertake so that they could focus their work on something consistent with their career goals. This advice fit well with faculty members' own observations and experience with the class. Therefore, one of the goals in redesigning the class and project will be to provide more flexibility to students in choosing methodologies that fit more naturally with the topics they are interested in researching. Students will be: reminded about different types of data and coached on choosing data appropriate to the issue they are studying; presented with a slate of possible methods they could choose; and instructed by the faculty member about what must be done to assure their proposed project is sufficiently rigorous to meet expectations. Part of the faculty member's role will also be to assure that the projects undertaken by the students allow them to showcase the skills they have developed and their command of the competencies.

- The faculty will continue discussing the revised approach to teaching PADM 6900 in their fall retreat and throughout fall 2021 in anticipation of a large number of students (perhaps 20 with the Main Campus and Rocky Mount cohorts combined) enrolling in the class in spring 2022.

Based on our revised assessment plan, going forward professional papers will be assessed using the same master rubric that is applied at the class level. The program faculty will come to an agreement about which student learning outcomes are most appropriate for assessing each paper. (For instance, if the project does not involve budgeting or statistical analysis, those competencies would not be assessed). It is anticipated that each paper will be assessed using at least one competency from each of the competency domains, and that there will be a minimum number that have to be assessed (perhaps 8 or 10 of the 20). All 5 MPA faculty will then evaluate each Professional Paper using the agreed-upon rubric (Appendix 1.df.).

Faculty Evaluation of Competencies: The criteria for success in this MoA were met. Faculty will continue to emphasize the importance of strong communication skills to our students. We will work, consistent with our diversity, equality, and inclusion plan, to increase emphasis on the importance of understanding the diverse communities they work with and the impact of that diversity. More effort will also be made by the faculty to identify diversity-related content in classes explicitly, to assure students understand its relevance. Each of the three focus groups

(alumni, Advisory Board, and current students) discussed how important it is for students to experience and understand diversity. They mentioned guest speakers, internships, and other opportunities to interface with practitioners and their clients as ways to increase students' exposure to more diverse groups.

After administering the competency evaluations for several years, the MPA faculty have determined they are not very useful in determining the extent to which our students have command of the competencies. They are indirect means of assessment that are very subjective. In addition, depending on a faculty member's interaction with a student they may not be able to assess specific competencies. Furthermore, administering the evaluations at each student's midpoint and graduation created problems. Students who scored high on competencies after having completed at least 18 hours of classwork, as one might particularly expect with in-service students, undermine assessment of the program as their scores may not increase over time because they were already strong.

5.k. ECU MPA 4-Column Assessment Report, Fall 2020-Spring 2021

HCAS Program - Public Administration (MPA)

Department: Political Science
Program: Master of Public Administration (MPA)
Program Purpose - Unit Mission: The purpose of the Master of Public Administration Program is to prepare professionals to meet the needs and challenges of public service; conduct scholarly and applied research in public administration and policy; and engage students and faculty in partnerships with governmental, non-profit, professional, and educational organizations.

Specialized Accrediting Agencies: National Association of Schools of Public Affairs and Administration (NASPAA).

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results	Actions Planned
Articulate and apply a public service perspective (NASPAA Competency) - Upon graduation, MPA students will be able to articulate and apply a public service perspective. **Outcome Status:** Currently Being Assessed **Outcome Type:** Student Learning Outcome **Start Date:** 07/18/2013 **5-Year Assessment Cycle:** 2016-2017, 2017-2018, 2019-2020, 2020-2021, 2022-2023, 2024-2025	A Competency Evaluation by faculty members will be conducted to assess individual student competency levels after the student has completed 18 hours of coursework and immediately after graduation. Only those faculty members who have taught the students will provide the evaluations and the results will be aggregated across the faculty members to give a combined assessment rating. See "articulate and apply a public policy perspective" competencies on the attached faculty survey form (the average of both questions will be used). **Criterion for Success:** Faculty will perceive 80% of students to have improved their competency levels by at least one rating level between the	**Result Status:** Criterion Met **Reporting Year:** 2020-2021 ACTIONS TAKEN: MPA faculty planned to emphasize writing and presentation skills. The planned activities included referrals to the ECU University Writing Center and other ECU resources. The 2020-2021 Academic Year was unusual in many aspects, including a quick pivoting from face to face to online teaching in the fall, and mix of teaching approaches (face to face, synchronous and asynchronous DE) in the spring. Faculty emphasized the importance of writing and presentation skills; for example, in PADM 6161 fall 2020 students worked in groups to resolve a public policy problem; they used automobile accident data from the Greenville Police Department to identify primary causes for accidents in the city and develop solutions to the problem. As part of the assignment, students were expected to work with their team members (varying in age, race, gender, and professional experience) to write a policy brief paper and orally present their findings. Throughout such presentations and classes, students faced unique difficulties of presenting to empty screens because people	**Actions Planned:** ACTIONS PLANNED: MPA faculty will continue to emphasize the quality of writing and articulating and applying public policy perspective in our program's courses with additional instructional time and referral to online and campus resources. The program looks forward to the opportunities to reintroduce students to ECU campus (05/21/2021)

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results	Actions Planned

first and second evaluation on the respective sections.
Faculty will perceive 80% of students to have improved their ability to meet this competency at a level of "well" or "very well" by the second evaluation on the respective sections.

Means of Assessment Status: Active
Means of Assessment Category: Other
Related Documents:
Faculty Competency Evaluation.docx

turned their off screens to maintain adequate bandwidth for everyone on the presentation. While faculty emphasized online resources available to students (e.g. faculty in PADM6160 made special announcements on library and IT resources available to ECU students), students were limited in their capacity to utilize full extent of ECU-provided resources either because they could not access campus or because of their Internet connection limitations.
CRITERION FOR SUCCESS: Faculty will rate 80% of students to have improved their competency levels by at least one rating level between the first and second evaluation on the respective sections. Faculty will rate 80% of students to have improved their ability to meet this competency at a level of "well" or "very well" by the second evaluation on the respective sections.

RESULTS: During academic year 2020-2021, MPA faculty completed competency evaluations for students on four occasions: Fall 2020 midpoint students (n=15) assessment, Fall 2020 graduating students (n=6) assessment, Spring 2021 midpoint students (n=16) assessment, and Spring 2021 graduating students (n=2) assessment. Faculty ratings range from 1 ("Not at all") to 5 ("Very well").
In the Fall 2020 midpoint assessment, all but 1 MPA students were evaluated at the well or very well level for this competency (93% of students or 14 out of 15 students).
In the Spring 2021 midpoint assessment, 81% (13 out of 16 students) ranked at well to very well level for this competency.
In the Fall 2020 graduates' assessment, about 91% of students ranked at well to very well level for this competency.
In the Spring 2021 graduates' assessment, 100% of students (n=2) scored at or above our goal for this competency.
We have data for eight students to calculate the differences between "midpoint" (i.e. Spring 2020) and "graduating" (i.e. Spring 2021) data points. The average improvement was at 0.27 level, indicating "improvement", but not at our goal level.

ANALYSIS OF RESULTS: In terms of mastery, both Fall and

Spring of a rather challenging year indicated that students, in faculty's opinion, were at or above our goal level of 80% of students satisfying our criterion for success (and thus achieving our stated goal).

The results for Spring 2021 graduates should be viewed with caution due to small n (n=2). Both midpoint assessment indicates that there are two different students who are consistently rated below the "well" level.

In terms of growth (i.e. change from Spring 2020 midpoint to Spring 2021 graduation), while the changes are in the right direction (increase), overall, this change is very subtle and does not meet our goal.

It appears that the approach taken previous assessment cycles towards student learning - namely, students' improvement in articulating a public service perspective in their work - appears to stay at the high level.

(05/21/2021)

Pre/Post test will be completed by incoming and graduating students. One section of the test includes questions that measure students' knowledge of how to articulate and apply a public policy perspective.
Criterion for Success: 80% of students will complete the post test with at least 80% correct answers when they graduate on the respective section of the test. Another criterion will track the improvement between pre and posttest, and that criterion will be met if where 80% of students will improve their scores between pre/posttest on the respective section of the test.
Means of Assessment Status: Active
Means of Assessment Category: Examination

Result Status: Criterion Not Met
Reporting Year: 2020-2021
ACTIONS TAKEN: MPA faculty dedicated increased instructional time (particularly in core courses) to highlight the unique challenges of public and nonprofit agencies as well as the importance of balancing the pillars of public administration as public service leaders. For example, PADM6240 included the business plan for a nonprofit organization that students developed. This assignment required pairs of students to work together to develop a nonprofit business plan that demonstrated the need for, the probable sustainability of, and a business case for a new nonprofit organization in a local jurisdiction. Students must contact nonprofit practitioners in the course of data collection. The project's final report must include a corporation description, a market and needs analysis, an operations plan (including logic models of all programs and services), a plan for structure and governance (including boards of directors), a marketing strategy, and a capitalization and finance plan (including initial 3-year budget). Students make the business case for their proposed nonprofit in a public presentation.
Note: The pre-test/post-test questions were updated in

Actions Planned: ACTIONS PLANNED: More test data is needed to make conclusive recommendations based on this means of assessment. The faculty will revise the test instrument to include more questions to avoid the situation where it is simply mathematically not possible to meet the goal. The tentative results indicate that faculty should place additional pedagogical emphasis on the competency to articulate and apply a public policy perspective. The program plans to revise some core courses, especially PADM6900 to fulfil this goal. (05/21/2021)

Spring 2020 based on data from previous assessment cycles, the annual MPA faculty retreats, and further faculty discussions. The updated version has 10 questions (versus seven in the previous version).

CRITERION FOR SUCCESS: 80% of students will complete the post-test with at least 80% correct answers when they graduate on the respective section of the test. Another criterion will track the improvement between pre and posttest, and that criterion will be met if where 80% of students will improve their scores between pre/posttest on the respective section of the test.

RESULTS: In Academic Year 2020-2021, 5 graduating students fulfilled the assessment. There are two questions assessing this competency; one question was added in spring 2020 revisions of the pretest-posttest; 100% (all 5 students) replied correctly to this question. Only 2 students replied correctly to the question that was originally on the pretest. Only one question appears on both pretest and posttest, and only one student can be evaluated for change in scores: there are no changes in scores since the student did not reply correctly to this question on both pretest and posttest.

ANALYSIS OF RESULTS: Given changes in the test instrument and small n of students who completed the pretest, we cannot adequately measure the changes between pretest and posttest. The limited results on the posttest indicate that students did not meet this goal. (05/21/2021)

MPA Professional Paper & Defense. Each student is expected to work in a group to prepare and defend a professional paper in PADM 6900, the capstone course for the program. While this paper may take different forms to some degree, a comparable set of expectations for its content and presentation have been developed and tested by the MPA faculty. These expectations

Result Status: Criterion Met
Reporting Year: 2020-2021
ACTIONS TAKEN: MPA faculty planned to emphasize writing and presentation skills. The planned activities included referrals to the ECU University Writing Center and other ECU resources. The 2020-2021 Academic Year was unusual in many aspects, including a quick pivoting from face to face to online teaching in the fall, and mix of teaching approaches (face to face, synchronous and asynchronous DE) in the spring. Faculty emphasized the importance of writing and presentation skills, especially in the capstone

Actions Planned: ACTIONS PLANNED:
The early identification of topics and committee approach to capstone projects have improved the overall results. At the same time, the students consistently would like to work on empirical projects that do not fit the current paper structure. Based on the assessment and re-accreditation

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results	Actions Planned
	reflect all of the programs defined competencies. The rubric will be shared with the students, used by the faculty to inform them of their progress as the paper is being prepared, and then will be used by the MPA committee to assess the quality of student's final product. **Criterion for Success:** Papers will get 8 points or higher on respective sections of the rubric (#1). **Means of Assessment Status:** Active **Means of Assessment Category:** Research Paper **Related Documents:** Revised PADM 6900 Rubric.docx	experience – PADM6900, but throughout such presentations and classes, students faced unique difficulties of presenting to empty screens because people turned their off screens to maintain adequate bandwidth for everyone on the presentation. While faculty emphasized online resources available to students (e.g. faculty in PADM6160 made special announcements on library and IT resources available to ECU students), students were limited in their capacity to utilize full extent of ECU-provided resources either because they could not access campus or because of their Internet connection limitations. CRITERION FOR SUCCESS: Papers will earn 8 points or more (out of 10) on respective sections of the rubric (#1, "problem statement and feasibility assessment"). RESULTS: There was only one team of three students defending their capstone experience in spring 2021, and one student in the fall 2020. The average rating for spring 2021 team working on the project "Working Toward Housing Affordability: The Cases of Raleigh-Wake County and Fayetteville-Cumberland County Metropolitan Areas" equals 8.2 for this competency; the score for student in the fall is 8. Overall, score across all evaluations is 8.17. However, these results should be view with caution due to the small number of projects (one team in the spring and one individual in the fall) and smaller than previous cohorts number of students on the team. ANALYSIS OF RESULTS: While the results tentatively indicate that our goal is met, these results should be view with caution due to small n. (05/21/2021)	self-study data, the MPA committee plans to meet (May 2021) and revamp (summer 2021) PADM6900 to showcase the skills that students will need later in their careers and competencies students gained in the MPA program. (05/21/2021)
Participate in and contribute to the public policy process (NASPAA Competency) - Upon graduation, MPA students will be able to participate in and contribute to the public policy process. **Outcome Status:** Currently Being	Pre/Post test will be completed by incoming and graduating students. One section of the test includes questions that measure students' knowledge of how to participate in and contribute to the public policy process. **Criterion for Success:** 80% of		

Outcomes	*Means of Assessments*	Actions Taken, Results & Analysis of Results	Actions Planned

Assessed
Outcome Type: Student Learning Outcome
Start Date: 07/18/2013
5-Year Assessment Cycle: 2016-2017, 2018-2019, 2021-2022, 2022-2023, 2023-2024

students will complete the post test with at least 80% correct answers when they graduate on the respective section of the test. Another criterion will track the improvement between pre and posttest, and that criterion will be met if 80% of students will improve their scores between pre/posttest on the respective section of the test.
Means of Assessment Status: Active
Means of Assessment Category: Examination

MPA Professional Paper & Defense. Each student is expected to work in a group to prepare and defend a professional paper in PADM 6900, the capstone course for the program. While this paper may take different forms to some degree, a comparable set of expectations for its content and presentation have been developed and tested by the MPA faculty. These expectations reflect all of the programs defined competencies. The rubric will be shared with the students, used by the faculty to inform them of their progress as the paper is being prepared, and then will be used by the MPA committee to assess the quality of student's final product.
Criterion for Success: Papers will get 8 points or higher on respective sections of the rubric (#6).
Means of Assessment Status: Active
Means of Assessment Category: Research Paper
Related Documents:
Revised PADM 6900 Rubric.docx

A Competency Evaluation by faculty

members will be conducted to assess individual student competency levels after the student has completed 18 hours of coursework and immediately after graduation. Only those faculty members who have taught the students will provide the evaluations and the results will be aggregated across the faculty members to give a combined assessment rating. See "participate in and contribute to the public policy process" competencies on the attached faculty survey form (the average of both questions will be used).

Criterion for Success: Faculty will perceive 80% of students to have improved their competency levels by at least one rating level between the first and second evaluation on the respective sections.

Faculty will perceive 80% of students to have improved their ability to meet this competency at a level of "well" or "very well" by the second evaluation on the respective sections.

Means of Assessment Status: Active
Means of Assessment Category: Other
Related Documents:
Faculty Competency Evaluation.docx

Analyze, synthesize, think critically, solve problems and make decisions (NASPAA Competency) - MPA graduates are expected to be able to analyze, synthesize, think critically, solve problems and make decisions

Pre/Post test will be completed by incoming and graduating students. One section of the test includes questions that measure students' knowledge of how to analyze, synthesize, think critically, solve

about public issues.

Outcome Status: Currently Being
Assessed
Outcome Type: Student Learning
Outcome
Start Date: 07/18/2013
5-Year Assessment Cycle: 2016-
2017, 2017-2018, 2019-2020, 2021-
2022, 2023-2024, 2024-2025

problems, and make decisions.
Criterion for Success: 80% of
students will complete the post test
with at least 80% correct answers
when they graduate on the
respective section of the test.
Another criterion will track the
improvement between pre and
posttest, and that criterion will be
met if where 80% of students will
improve their scores between
pre/posttest on the respective
section of the test.
Means of Assessment Status: Active
Means of Assessment Category:
Examination
MPA Professional Paper & Defense.
Each student is expected to work in
a group to prepare and defend a
professional paper in PADM 6900,
the capstone course for the
program. While this paper may take
different forms to some degree, a
comparable set of expectations for
its content and presentation have
been developed and tested by the
MPA faculty. These expectations
reflect all of the programs defined
competencies. The rubric will be
shared with the students, used by
the faculty to inform them of their
progress as the paper is being
prepared, and then will be used by
the MPA committee to assess the
quality of student's final product.
Criterion for Success: Papers will get
8 points or higher on respective
sections of the rubric (average from
all sections).
Means of Assessment Status: Active
Means of Assessment Category:

Research Paper
Related Documents:
[Revised PADM 6900 Rubric.docx](#)
A Competency Evaluation by faculty members will be conducted to assess individual student competency levels after the student has completed 18 hours of coursework and immediately after graduation. Only those faculty members who have taught the students will provide the evaluations and the results will be aggregated across the faculty members to give a combined assessment rating. See "analyze, synthesize, think critically, solve problems, and make decisions" competencies on the attached faculty survey form (the average of both questions will be used).
Criterion for Success: Faculty will perceive 80% of students to have improved their competency levels by at least one rating level between the first and second evaluation on the respective sections.
Faculty will perceive 80% of students to have improved their ability to meet this competency at a level of "well" or "very well" by the second evaluation on the respective sections.

Means of Assessment Status: Active
Means of Assessment Category: Other
Related Documents:
[Faculty Competency Evaluation.docx](#)

Lead and manage in public governance (NASPAA competency) -

Pre/Post test will be completed by incoming and graduating students.

Result Status: Criterion Met
Reporting Year: 2020-2021

Actions Planned: ACTIONS PLANNED: More test data is

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results	Actions Planned
Upon graduation MPA students will be able to lead and manage in public governance. **Outcome Status:** Currently Being Assessed **Outcome Type:** Student Learning Outcome **Start Date:** 07/18/2013 **5-Year Assessment Cycle:** 2018-2019, 2019-2020, 2020-2021, 2023-2024, 2024-2025	One section of the test includes questions that measure students' knowledge of how to lead and manage in public governance. **Criterion for Success:** 80% of students will complete the post test with at least 80% correct answers when they graduate on the respective section of the test. Another criterion will track the improvement between pre and posttest, and that criterion will be met if where 80% of students will improve their scores between pre/posttest on the respective section of the test. **Means of Assessment Status:** Active **Means of Assessment Category:** Examination	ACTIONS TAKEN: MPA faculty dedicated increased instructional time to unique challenges of public service leaders. For example, PADM6240 included the business plan for a nonprofit organization that students developed. This assignment required pairs of students to work together to develop a nonprofit business plan that demonstrated the need for, the probable sustainability of, and a business case for a new nonprofit organization in a local jurisdiction. Students must contact nonprofit practitioners in the course of data collection. The project's final report must include a corporation description, a market and needs analysis, an operations plan (including logic models of all programs and services), a plan for structure and governance (including boards of directors), a marketing strategy, and a capitalization and finance plan (including initial 3-year budget). Students make the business case for their proposed nonprofit in a public presentation. Note: The pre-test/post-test questions were updated in Spring 2020 based on data from previous assessment cycles, the annual MPA faculty retreats, and further faculty discussions. The updated version has 10 questions (versus seven in the previous version). CRITERION FOR SUCCESS: 80% of students will complete the post-test with at least 80% correct answers when they graduate on the respective section of the test. Another criterion will track the improvement between pre and posttest, and that criterion will be met if where 80% of students will improve their scores between pre/posttest on the respective section of the test. RESULTS: In Academic Year 2020-2021, 5 graduating students fulfilled the assessment. There are three questions assessing this competency; all questions were added in spring 2020 revisions of the pretest-posttest. Since none of the questions assessed this competency earlier, we cannot measure changes currently. There are three questions on the new pretest/posttest instrument assessing this competency: 100% of students answered correctly 2 out of 3 questions. Only 2 students responded correctly to the third question (40%). The average of all three questions is	needed to make conclusive recommendations based on this means of assessment. Combined means of assessment indicate increased instructional time on leadership challenges and teamwork may improve this competency. The program will continue to emphasize this competency with the specific focus on diversity. (05/21/2021)

80%.

ANALYSIS OF RESULTS: Given changes in the test instrument, we cannot measure the changes between pretest and posttest; these questions are new to the test. The data tentatively supports that this competency is met. All students correctly answered the following two questions "Which of the following characteristics or traits is most often linked to great leaders?" and "What did Simon call the idea that, in decision-making, rationality is limited by incomplete information, cognitive limits, and time constraints?", but 60% answered incorrectly the following question: "_____ refers to leadership qualities generally being seen as incompatible with stereotypical attributes of women." The program will continue to emphasize the competency of leading and managing in the public governance, with the specific focus on diversity. (05/21/2021)

MPA Professional Paper & Defense. Each student is expected to work in a group to prepare and defend a professional paper in PADM 6900, the capstone course for the program. While this paper may take different forms to some degree, a comparable set of expectations for its content and presentation have been developed and tested by the MPA faculty. These expectations reflect all of the programs defined competencies. The rubric will be shared with the students, used by the faculty to inform them of their progress as the paper is being prepared, and then will be used by the MPA committee to assess the quality of student's final product.
Criterion for Success: Papers will get 8 points or higher on the relevant section of the rubric.

Means of Assessment Status: Active

Result Status: Criterion Met
Reporting Year: 2020-2021
ACTIONS TAKEN: MPA faculty dedicated increased instructional time to unique challenges of public service leaders. For example, PADM6240 included the business plan for a nonprofit organization that students developed. This assignment required pairs of students to work together to develop a nonprofit business plan that demonstrated the need for, the probable sustainability of, and a business case for a new nonprofit organization in a local jurisdiction. Students must contact nonprofit practitioners in the course of data collection. The project's final report must include a corporation description, a market and needs analysis, an operations plan (including logic models of all programs and services), a plan for structure and governance (including boards of directors), a marketing strategy, and a capitalization and finance plan (including initial 3-year budget). Students make the business case for their proposed nonprofit in a public presentation. Another example includes fall 2020 PADM 6161 where students worked in groups to resolve a public policy problem; they used automobile accident data from the Greenville Police Department to identify primary causes for accidents in the

Actions Planned: ACTIONS PLANNED: Based on the assessment and reaccreditation self-study data, the MPA committee plans to meet (May 2021) and revamp (summer 2021) PADM6900 to showcase the skills that students will need later in their careers and competencies students gained in the MPA program. Combined means of assessment indicate increased instructional time on leadership challenges and teamwork may improve this competency. The program will continue to emphasize this competency with the specific focus on diversity. (05/21/2021)

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results	Actions Planned

Means of Assessment Category:
Research Paper
Related Documents:
Revised PADM 6900 Rubric.docx

city and develop solutions to the problem. As part of the assignment, students were expected to work with their team members (varying in age, race, gender, and professional experience) to write a policy brief paper and orally present their findings.
CRITERION FOR SUCCESS: Papers will earn 8 points or more (out of 10) on respective sections of the rubric (#1, "problem statement and feasibility assessment").

RESULTS: There was only one team of three students defending their capstone experience in spring 2021, and one student in the fall 2020 (the majority of fall 2020 graduates completed their capstone experience in spring 2020). There are two rubric items on PADM6900 related to this competency: one related to conclusions and implementation and one to teamwork. The latter in the current DE environment can only be judged by the faculty directly responsible for PADM6900. For the conclusion and implementation part of the rubric, students' scores averaged 7.33 and did not meet the criterion for success. For the leadership in team work section of the rubric, the criterion for success was met, with scores averaging 9.5. For the two rubric sections combined, the average was an 8.42, which meets the criterion for success.

ANALYSIS OF RESULTS:
While the results should be viewed with caution, but they tentatively indicate that the goal on this competency was met. (05/21/2021)

A Competency Evaluation by faculty members will be conducted to assess individual student competency levels after the student has completed 18 hours of coursework and immediately after graduation. Only those faculty members who have taught the students will provide the evaluations and the results will be aggregated across the faculty members to give a combined assessment rating. See

Result Status: Criterion Met
Reporting Year: 2020-2021
ACTIONS TAKEN: MPA faculty emphasized the unique challenges of and managerial skills required for a professional life in public service in all courses. Also, MPA faculty incorporated team projects, where appropriate, to give students opportunities to exercise leadership competencies. For example, in PADM 6161 fall 2020 students worked in groups varying in age, race, gender, and professional experience and were expected to write a policy brief paper and orally present their findings as a team. In PADM6160, students provided peer-assessments via special

Actions Planned: ACTIONS PLANNED: MPA faculty will continue to emphasize the unique challenges of leadership in various courses; the program will continue to utilize team projects wherever it is appropriate and possible. (05/21/2021)

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results	Actions Planned
	"lead and manage" competencies on the attached faculty survey form (the average of both questions will be used). **Criterion for Success:** Faculty will perceive 80% of students to have improved their competency levels by at least one rating level between the first and second evaluation on the respective sections. Faculty will perceive 80% of students to have improved their ability to meet this competency at a level of "well" or "very well" by the second evaluation on the respective sections.	platform CATME to their team-mates. The CATME platform allows early detection of team conflict and provides special online training in peer-assessments. CRITERION FOR SUCCESS: Faculty will rate 80% of students to have improved their competency levels by at least one rating level between the first and second evaluation on the respective sections. Faculty will rate 80% of students to have improved their ability to meet this competency at a level of "well" or "very well" by the second evaluation on the respective sections.	
	Schedule: August 2013 and ongoing **Means of Assessment Status:** Active **Means of Assessment Category:** Other **Related Documents:** Faculty Competency Evaluation.docx	RESULTS: During academic year 2020-2021, MPA faculty completed competency evaluations for students on four occasions: Fall 2020 midpoint students (n=15) assessment, Fall 2020 graduating students (n=6) assessment, Spring 2021 midpoint students (n=16) assessment, and Spring 2021 graduating students (n=2) assessment. Faculty ratings range from 1 ("Not at all") to 5 ("Very well"). In the Fall 2020 midpoint assessment, all but 1 MPA students were evaluated at the well or very well level for this competency (93% of students or 14 out of 15 students). In the Spring 2021 midpoint assessment, 87.5% (14 out of 16 students) ranked at well to very well level for this competency. In the Fall 2020 graduates' assessment, 100% of students ranked at well to very well level for this competency. In the Spring 2021 graduates' assessment, 100% of students scored at or above our goal for this competency. We have data for eight students to calculate the differences between "midpoint" (i.e. Spring 2020) and "graduating" (i.e. Spring 2021) data points. There are three different items on the faculty survey for this competency. The average change of 0.2 is in the desired direction (showing "improvement"), but does not reach our stated goal. ANALYSIS OF RESULTS: In terms of mastery, both Fall and Spring of a rather challenging year indicated that students, in faculty's opinion, were at or above our goal level of 80% of students satisfying our criterion for success (and thus tentatively achieving our stated goal).	

The midpoint results also indicate that two different students struggle with this competency. It appears that increased instructional time on leadership challenges have improved student learning outcomes.
(05/21/2021)

Outcomes	*Means of Assessments*	*Actions Taken, Results & Analysis of Results*	*Actions Planned*
Communicate and interact productively with a diverse and changing workforce and citizenry (NASPAA competency) - Upon graduation, MPA students will be able to communicate and interact productively with a diverse and changing workforce and citizenry. **Outcome Status:** Currently Being Assessed **Outcome Type:** Student Learning Outcome **Start Date:** 07/18/2013 **5-Year Assessment Cycle:** 2017-2018, 2018-2019, 2020-2021, 2021-2022, 2022-2023	Pre/Post test will be completed by incoming and graduating students. One section of the test includes questions that measure students' knowledge of how to communicate and interact productively with a diverse and changing workforce and citizenry. **Criterion for Success:** 80% of students will complete the post test with at least 80% correct answers when they graduate on the respective section of the test. Another criterion will track the improvement between pre and posttest, and that criterion will be met if where 80% of students will improve their scores between pre/posttest on the respective section of the test. **Means of Assessment Status:** Active **Means of Assessment Category:** Examination	**Result Status:** Criterion Met **Reporting Year:** 2020-2021 ACTIONS TAKEN: MPA faculty dedicated increased instructional time to highlighting the importance of communicating with diverse workforce and citizenry. For example, PADM6240 included the business plan for a nonprofit organization that students developed. This assignment required pairs of students to work together to develop a nonprofit business plan that demonstrated the need for, the probable sustainability of, and a business case for a new nonprofit organization in a local jurisdiction. Students must contact nonprofit practitioners in the course of data collection. The project's final report must include a corporation description, a market and needs analysis, an operations plan (including logic models of all programs and services), a plan for structure and governance (including boards of directors), a marketing strategy, and a capitalization and finance plan (including initial 3-year budget). Students make the business case for their proposed nonprofit in a public presentation. Note: The pre-test/post-test questions were updated in Spring 2020 based on data from previous assessment cycles, the annual MPA faculty retreats, and further faculty discussions. The updated version has 10 questions (versus seven in the previous version). CRITERION FOR SUCCESS: 80% of students will complete the post-test with at least 80% correct answers when they graduate on the respective section of the test. Another criterion will track the improvement between pre and posttest, and that criterion will be met if where 80% of students will improve their scores between pre/posttest on the respective section of the test. RESULTS: In Academic Year 2020-2021, 5 graduating	**Actions Planned:** ACTIONS PLANNED: More test data is needed to make conclusive recommendations based on this means of assessment. The faculty will revise the test instrument to include more questions to avoid the situation where it is simply mathematically not possible to meet the goal. The tentative results indicate that faculty should continue the emphasis on communication with diverse workforce and citizenry. (05/22/2021)

students fulfilled the assessment. There is one question assessing this competency which has 5 parts; 4 students answered 80% or more correctly on this question. Only one student completed both pretest and posttest; for the other students pretest data is not available either due to missing pretests or the pretest itself not being means of assessment when the student (n=1) entered the program.

ANALYSIS OF RESULTS: Given changes in the test instrument and small n of students who completed the pretest, we cannot measure the changes between pretest and posttest. However, the overall results of the posttest indicate that 80% of students meet this competency.
 (05/22/2021)

MPA Professional Paper & Defense. Each student is expected to work in a group to prepare and defend a professional paper in PADM 6900, the capstone course for the program. While this paper may take different forms to some degree, a comparable set of expectations for its content and presentation have been developed and tested by the MPA faculty. These expectations reflect all of the programs defined competencies. The rubric will be shared with the students, used by the faculty to inform them of their progress as the paper is being prepared, and then will be used by the MPA committee to assess the quality of student's final product.
Criterion for Success: Papers will get 8 points or higher on the relevant section of the rubric.
Means of Assessment Status: Active
Means of Assessment Category: Research Paper
Related Documents:
Revised PADM 6900 Rubric.docx

Result Status: Criterion Met
Reporting Year: 2020-2021
ACTIONS TAKEN: MPA faculty dedicated increased instructional time to highlighting the importance of communicating with diverse workforce and citizenry. Also, MPA faculty incorporated team projects, where appropriate, to give students opportunities to exercise leadership competencies. For example, in PADM 6161 fall 2020 students worked in groups varying in age, race, gender, and professional experience and were expected to write a policy brief paper and orally present their findings as a team. In PADM6160, students provided peer-assessments via special platform CATME to their team-mates. The CATME platform allows early detection of team conflict and provides special online training in peer-assessments.
CRITERION FOR SUCCESS: Papers will earn 8 points or more (out of 10) on respective sections of the rubric (2 sections related to the competency: related to writing communication and oral communication).

RESULTS: There was only one team of three students defending their capstone experience in spring 2021, and one student in the fall 2020 (the majority of fall 2020 graduates completed their capstone experience in spring 2020). There are three rubric items mapping to this competency, all projects got an average of 8.67 on two out of 3 items, and 7.5 on the organization and quality of

Actions Planned: ACTIONS PLANNED:
Based on the assessment and reaccreditation self-study data, the MPA committee plans to meet (May 2021) and revamp (summer 2021) PADM6900 to showcase the skills that students will need later in their careers and competencies students gained in the MPA program. The program will also map classes where writing and communication are key elements to be able to track them better. (05/22/2021)

writing item. Overall average across 3 items is 8.28.

ANALYSIS OF RESULTS:
There are three rubric items on PADM6900 related to this competency: presenting results, answering questions, and organization and quality of writing. Students meet the first two components, but not the third one. While the program meets this goal, the data indicates further need for focus on writing aspect of communication. (05/22/2021)

A Competency Evaluation by faculty members will be conducted to assess individual student competency levels after the student has completed 18 hours of coursework and immediately after graduation. Only those faculty members who have taught the students will provide the evaluations and the results will be aggregated across the faculty members to give a combined assessment rating. See "communicate and interact productively with a diverse and changing workforce and citizenry" competencies on the attached faculty survey form (the average of both questions will be used).
Criterion for Success: Faculty will perceive 80% of students to have improved their competency levels by at least one rating level between the first and second evaluation on the respective sections.
Faculty will perceive 80% of students to have improved their ability to meet this competency at a level of "well" or "very well" by the second evaluation on the respective sections.

Means of Assessment Status: Active

Result Status: Criterion Met
Reporting Year: 2020-2021
ACTIONS TAKEN: The program incorporated electives and more guidance to students for their writing. While some actions take for articulate competency (e.g. more interaction with the Writing Center) were also recommended for this competency, these recommended actions suffered from the same deficiency – difficulty to connect students with the closed campus. Almost all major courses require students to present individually or in groups the results of their projects. The faculty survey measures this competency by two relevant questions.
CRITERION FOR SUCCESS: Faculty will rate 80% of students to have improved their competency levels by at least one rating level between the first and second evaluation on the respective sections. Faculty will rate 80% of students to have improved their ability to meet this competency at a level of "well" or "very well" by the second evaluation on the respective sections.

RESULTS: During academic year 2020-2021, MPA faculty completed competency evaluations for students on four occasions: Fall 2020 midpoint students (n=15) assessment, Fall 2020 graduating students (n=6) assessment, Spring 2021 midpoint students (n=16) assessment, and Spring 2021 graduating students (n=2) assessment. Faculty ratings range from 1 ("Not at all") to 5 ("Very well").
In the Fall 2020 midpoint assessment, all but 1 MPA students were evaluated at the well or very well level for this competency (93% of students or 14 out of 15 students).
In the Spring 2021 midpoint assessment, 87.5% (14 out of 16 students) ranked at well to very well level for this

Actions Planned: ACTIONS PLANNED: MPA faculty will continue to emphasize the quality of writing and public presentations in our program's courses with additional instructional time and referral to online and campus resources. The program looks forward to the opportunities to reintroduce students to ECU campus. (05/22/2021)

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results	Actions Planned
	Means of Assessment Category: Other **Related Documents:** [Faculty Competency Evaluation.docx](#)	competency. For both Fall 2020 and spring 2021 graduating students 100% of students (9 out of 9) scored at well to very well level for this competency. We have data for eight students to calculate the differences between "midpoint" (i.e. Spring 2020) and "graduating" (i.e. Spring 2021) data points. There are three different items on the faculty survey for this competency. The average growth is 0.49 points between midpoint and graduating surveys (the growth ranges from 0.34 to 0.57). ANALYSIS OF RESULTS: In terms of mastery, both Fall and Spring of a rather challenging year indicated that students, in faculty's opinion, were at or above our goal level of 80% of students satisfying our criterion for success (and thus achieving our stated goal). The changes are in the desired direction, but does not meet overall goal of change (1 point). Overall, we deem that this competency is tentatively met. (05/22/2021)	
Effective & Professionalism in Public Administration - Each student should be able to demonstrate appropriate knowledge and skills in, decision-making and problem solving practices, budgeting and financial management procedures, personnel administration/human resource management and other related Public Administration subject matters. **Outcome Status:** No Longer An Outcome **Outcome Type:** Student Learning Outcome **Start Date:** 08/01/2008 **End Date:** 07/18/2013	**Survey -** Students will improve upon decision-making skills, budgeting, personnel, program planning, organization, information management, public policy, written communication and an overall commitment to professional behavior through courses and a MPA professional paper. An assessment survey for both students and faculty members to be administered at entrance, midpoint, and exit of the program will be given beginning Spring 2013. **Criterion for Success:** 90% of students will show significant improvement across all program dimensions upon completion. **Schedule:** Survey will be piloted in Spring 2013.		

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results	Actions Planned
	Means of Assessment Status: Active **Field Placement/Internship -** Students will build upon their decision-making and problem solving practices through the hands on experience of an internship or employment with a public sector agency. **Means of Assessment Status:** Active		
	Field Placement/Internship - Each pre-service student submits field placement review and that is matched with review of student performance by internship supervisor. **Criterion for Success:** 100 % of interns and supervisors will report a satisfactory or better experience. **Schedule:** These reports will be reviewed by a faculty committee on an annual basis beginning Spring 2013. **Means of Assessment Status:** Active		
Professional Paper - Improve MPA Professional Paper preparation and completion by enhancing the quality of the capstone experience for our graduates. **Outcome Status:** No Longer An Outcome **Outcome Type:** Student Learning Outcome **Start Date:** 08/25/2008 **End Date:** 07/18/2013	**Capstone Assignment/Project -** MPA Professional Paper Assessment Rubric **Criterion for Success:** The criteria for success with this outcome are multiple. The overall criteria is that 90% of those students enrolling in this course are able to complete the professional paper within one semester by defining a public policy problem, developing criteria for the evaluation of alternative policy responses, identifying relevant stakeholders, and presenting publicly their analysis results as if to a professional audience. Completion of the program requires completion		

of an MPA Professinal Paper.

Here to fore, the supervising faculty have based their assessments on an evaluation each time the course has been taught. A rubric will be added for the spring 2013 semester.
Schedule: Annual
Means of Assessment Status: Active
Capstone Assignment/Project - EAch MPA faculty member participates in the process of supervising the MPA Professional Papers and in reviewing the overall progress of the students. A draft rubric has been developed to be used in the assessment of the projects now that we have made the curricular changes desired.
Criterion for Success: 100% of students will complete at least a minimally acceptable professional paper within two academic terms.
Schedule: The test run of the rubric will be reviewed in May 2013 and revised if necessary. It will be administered on each student project with an annual review of the aggregate results.
Means of Assessment Status: Active

Education for a New Century (Communication with Cultural Groups) - Communicates, interacts and works positively with individuals from other cultural groups.
Outcome Status: No Longer An Outcome
Start Date: 09/01/2010
End Date: 07/18/2013

This objective parallels one of the new student learning objectives that will be adopted by our accrediting body, the National Association of Schools of Public Affairs and Administration (NASPAA). The first means of assessment that the MPA Program needs to undertake is a review of our curriculum and related course objectives to ascertain if and

how we are currently engaged in this area. We currently cannot adequately state the degree to which we are seeking to address this objective.
Criterion for Success: Completion of curriculum review process with accompanying recommendations for the adoption of appropriate assessment measures and modifications to our existing instruments.
Means of Assessment Status: Active

The Leadership University (Leadership Principles) - Applies leadership principles relevant to the chosen discipline.
Outcome Status: No Longer An Outcome
Start Date: 08/25/2010
End Date: 07/18/2013

Course Embedded - PADM 6220, Leadership and Ethics in the Public Sector has now been added to the core curriculum for the MPA Program. A rubric and a case study will be developed to allow the students to assess themselves coming into the class and upon leaving it. In addition, the instructor will assess each student in a comparable manner. This course will be offfered as part of the core in Spring 2013.
Means of Assessment Status: Active

Scholarly Activity - Faculty agreed that individual course based assessments will be melded into a case study to be administered three times during a student's academic career. EAch student will respond to a comparable case study at the beginning, middle, and end of their academic program. Their individual responses will be assessed via a rubric by three faculty members.
Criterion for Success: 90 % of students will demonstrate

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results	Actions Planned
	improvements over the course of their program. **Schedule:** The first case studies will be administered in Fall 2013. **Means of Assessment Status:** Active		
Governmental and Nonprofit Agencies - Establish and maintain effective relationships with governmental and nonprofit agencies in the region by placing students in meaningful internships and jobs with these agencies. **Outcome Status:** No Longer An Outcome **Outcome Type:** Student Learning Outcome **Start Date:** 08/25/2008 **End Date:** 07/18/2013	**Field Placement/Internship -** Internship placements, Advisory Council feedback, MPA Alumni Survey **Criterion for Success:** Successful completion of an internship and job placements of students **Means of Assessment Status:** Active **Field Placement/Internship -** Each student submits field placement review and that is matched with review of student performance by internship supervisor. **Criterion for Success:** 100 % of interns and supervisors will report a satisfactory or better experience. **Schedule:** These reports will be reviewed by a faculty committee on an annual basis beginning Spring 2013. **Means of Assessment Status:** Active		
Recruitment of Diverse and Talented Faculty - Maintain a program with a talented, well-qualified set of faculty. **Outcome Status:** No Longer An Outcome **Outcome Type:** Strategic Planning Outcome **Start Date:** 08/25/2008 **End Date:** 09/23/2011	Effective recruitment program. **Criterion for Success:** Success of faculty recruitment efforts **Means of Assessment Status:** Active		

5.k. ECU MPA 4-Column Assessment Report, Fall 2014-Spring 2021

HCAS Program - Public Administration (MPA)

Department: Political Science
Program: Master of Public Administration (MPA)
Program Purpose - Unit Mission: The purpose of the Master of Public Administration Program is to prepare professionals to meet the needs and challenges of public service; conduct scholarly and applied research in public administration and policy; and engage students and faculty in partnerships with governmental, non-profit, professional, and educational organizations.

Specialized Accrediting Agencies: National Association of Schools of Public Affairs and Administration (NASPAA).

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results	Actions Planned
Articulate and apply a public service perspective (NASPAA Competency) - Upon graduation, MPA students will be able to articulate and apply a public service perspective. **Outcome Status:** Currently Being Assessed **Outcome Type:** Student Learning Outcome **Start Date:** 07/18/2013 **5-Year Assessment Cycle:** 2016-2017, 2017-2018, 2019-2020, 2020-2021, 2022-2023, 2024-2025	A Competency Evaluation by faculty members will be conducted to assess individual student competency levels after the student has completed 18 hours of coursework and immediately after graduation. Only those faculty members who have taught the students will provide the evaluations and the results will be aggregated across the faculty members to give a combined assessment rating. See "articulate and apply a public policy perspective" competencies on the attached faculty survey form (the average of both questions will be used). **Criterion for Success:** Faculty will perceive 80% of students to have improved their competency levels by at least one rating level between the	**Result Status:** Criterion Met **Reporting Year:** 2020-2021 ACTIONS TAKEN: MPA faculty planned to emphasize writing and presentation skills. The planned activities included referrals to the ECU University Writing Center and other ECU resources. The 2020-2021 Academic Year was unusual in many aspects, including a quick pivoting from face to face to online teaching in the fall, and mix of teaching approaches (face to face, synchronous and asynchronous DE) in the spring. Faculty emphasized the importance of writing and presentation skills; for example, in PADM 6161 fall 2020 students worked in groups to resolve a public policy problem; they used automobile accident data from the Greenville Police Department to identify primary causes for accidents in the city and develop solutions to the problem. As part of the assignment, students were expected to work with their team members (varying in age, race, gender, and professional experience) to write a policy brief paper and orally present their findings. Throughout such presentations and classes, students faced unique difficulties of presenting to empty screens because people	**Actions Planned:** ACTIONS PLANNED: MPA faculty will continue to emphasize the quality of writing and articulating and applying public policy perspective in our program's courses with additional instructional time and referral to online and campus resources. The program looks forward to the opportunities to reintroduce students to ECU campus (05/21/2021)

first and second evaluation on the respective sections.
Faculty will perceive 80% of students to have improved their ability to meet this competency at a level of "well" or "very well" by the second evaluation on the respective sections.

Means of Assessment Status: Active
Means of Assessment Category: Other
Related Documents:
Faculty Competency Evaluation.docx

turned their off screens to maintain adequate bandwidth for everyone on the presentation. While faculty emphasized online resources available to students (e.g. faculty in PADM6160 made special announcements on library and IT resources available to ECU students), students were limited in their capacity to utilize full extent of ECU-provided resources either because they could not access campus or because of their Internet connection limitations.
CRITERION FOR SUCCESS: Faculty will rate 80% of students to have improved their competency levels by at least one rating level between the first and second evaluation on the respective sections. Faculty will rate 80% of students to have improved their ability to meet this competency at a level of "well" or "very well" by the second evaluation on the respective sections.

RESULTS: During academic year 2020-2021, MPA faculty completed competency evaluations for students on four occasions: Fall 2020 midpoint students (n=15) assessment, Fall 2020 graduating students (n=6) assessment, Spring 2021 midpoint students (n=16) assessment, and Spring 2021 graduating students (n=2) assessment. Faculty ratings range from 1 ("Not at all") to 5 ("Very well").
In the Fall 2020 midpoint assessment, all but 1 MPA students were evaluated at the well or very well level for this competency (93% of students or 14 out of 15 students).
In the Spring 2021 midpoint assessment, 81% (13 out of 16 students) ranked at well to very well level for this competency.
In the Fall 2020 graduates' assessment, about 91% of students ranked at well to very well level for this competency.
In the Spring 2021 graduates' assessment, 100% of students (n=2) scored at or above our goal for this competency.
We have data for eight students to calculate the differences between "midpoint" (i.e. Spring 2020) and "graduating" (i.e. Spring 2021) data points. The average improvement was at 0.27 level, indicating "improvement", but not at our goal level.

ANALYSIS OF RESULTS: In terms of mastery, both Fall and

Spring of a rather challenging year indicated that students, in faculty's opinion, were at or above our goal level of 80% of students satisfying our criterion for success (and thus achieving our stated goal).

The results for Spring 2021 graduates should be viewed with caution due to small n (n=2). Both midpoint assessment indicates that there are two different students who are consistently rated below the "well" level.

In terms of growth (i.e. change from Spring 2020 midpoint to Spring 2021 graduation), while the changes are in the right direction (increase), overall, this change is very subtle and does not meet our goal.

It appears that the approach taken previous assessment cycles towards student learning - namely, students' improvement in articulating a public service perspective in their work - appears to stay at the high level.

(05/21/2021)

Result Status: Criterion Not Met
Reporting Year: 2019-2020
ACTIONS TAKEN: MPA faculty determined that student performance on PADM 6900 professional papers (i.e. capstone projects) would be strengthened by two actions. First, instructors-of-record (in consultation with students and all MPA faculty) will identify policy/management topics for projects earlier (ideally, before the semester or in the first week). In recent semesters, some 6900 projects did not begin at full speed, restricting the time dedicated to data collection and report writing during the semester. Second, rather than a single instructor-of-record approach, PADM 6900 will incorporate feedback from all MPA faculty throughout the semester on all projects. This allows the diversity of faculty expertise to be more broadly leveraged by MPA students and project weaknesses to be identified earlier in their development.

CRITERION FOR SUCCESS: Faculty will rate 80% of students to have improved their competency levels by at least one rating level between the first and second evaluation on the respective sections. Faculty will rate 80% of students to have improved their ability to meet this competency at a

Actions Planned: ACTIONS PLANNED: MPA faculty will emphasize the quality of writing and public presentations in our program's courses with additional instructional time and referral to online and campus resources (in particular, the ECU University Writing Center). Special attention will be paid to writing and presenting for particular audiences, notably elected officials and government/nonprofit practitioners, as well as improving structure and composition overall, as evaluations pointed to this as an area where improvement is needed. This focus is critical for MPA graduates, as future government and nonprofit leaders, to be able to articulate and apply a public service

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results	Actions Planned
		level of "well" or "very well" by the second evaluation on the respective sections.	perspective to diverse audiences in both professional documents and public presentations. (06/23/2020)
		RESULTS: During academic year 2019-2020, MPA faculty completed competency evaluations for students on three occasions: Fall 2019 midpoint assessment, Spring 2020 midpoint assessment, and Spring 2020 graduating students assessment. Faculty ratings range from 1 ("Not at all") to 5 ("Very well").	
		In the Fall 2019 midpoint assessment, 11 MPA students were evaluated, resulting in an overall average of 4.5 (4 = well, 5 = very well) for this criterion. Nine of 11 (82%) students earned scores at or above our goal for this competency. One of the two students earning an unsatisfactory rating (i.e. below 4.0) is no longer in the MPA program, while the other successfully completed the program and graduated.	
		In the Spring 2020 midpoint assessment, three MPA students were evaluated, resulting in an overall average of 3.7 (3 = somewhat, 4 = well, 5 = very well) for this criterion. One of three (33%) students earned a score at or above our goal for this competency. The two students with unsatisfactory ratings (each in the "somewhat" or 3.0 – 4.0 range) remain in the MPA program.	
		In the Spring 2020 graduating students assessment, 10 MPA students were evaluated, resulting in an overall average of 4.6 (4 = well, 5 = very well) for this criterion. Nine of 10 (90%) students earned scores at or above our goal for this competency. The one student earning an unsatisfactory rating (but in the "somewhat" or 3.0 – 4.0 range) successfully completed the program and graduated.	
		Competency rating data for both "midpoint" (i.e. Fall 2019) and "graduating" (i.e. Spring 2020) is available for six MPA students. From Fall 2019 to Spring 2020, the average rating for this criterion increased from 4.5 to 4.6 for graduating students. Three of six students (50%) improved their rating for this criterion during this period. Two students earned	

comparable scores at both time points (all of which were at or above our stated goal for the criterion). One student's rating decreased (3.7 to 3.3) during this period (Note: Student successfully completed the MPA program and graduated).

ANALYSIS OF RESULTS: In terms of mastery, two of three assessment periods (Fall 2019 midpoint and Spring 2020 graduating students) in academic year 2019-2020 indicate overall average student/program success in achieving the program goal for this criterion. At both time points, greater than 80% of students satisfied our criterion for success (and thus achieving our stated goal). Students in the 2020 midpoint assessment (n = 3) earned an average rating (3.7) just under the goal (4.0) for this criterion. At this time point, less than 80% (33%, n = 1) satisfied our goal; however, it should be noted that only three students were assessed at Spring 2020 midpoint.

In terms of growth (i.e. change from Fall 2019 midpoint to Spring 2020 graduation), we saw improvement in the criterion for half of our program's students (n = 3). It should be noted, however, that two students' ratings remained at or above our stated goal at both time points, albeit not demonstrating numerical increases. One graduating student's rating for this criterion did decrease in this time period.

Student learning - namely, students' improvement in articulating a public service perspective in their work - appears to have been improved by a more robust approach to PADM 6900 professional papers (that leverages greater advance planning and a committee-type MPA faculty participation). Increased faculty-student interaction is a likely driver. Moving forward with this MOA, program faculty would like to see more improvement in student writing quality and presentation skills in PADM 6900 projects. (06/23/2020)

Result Status: Criterion Not Met
Reporting Year: 2017-2018
Actions Taken:

Actions Planned: Actions Planned:
1.   Leaving the new faculty survey as it is; collecting more

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results	Actions Planned
		1.　　The program has moved to implementing more group projects in classes because in the public sector (either local government or non-profit) the students will have to work in. The group projects allow our students to mimic this work environment and practice articulating and applying a public policy perspective. Also, group work is the requirement of the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) for the accredited programs. 2.　　The competition among teams in PADM6900 has contributed to the higher quality papers this time around. Results: 1.　　In the spring 2018, about 17% of midpoint students have met the competency at well to very well levels. In the fall 2017, about 88% of midpoint students have met this competency at this level. 2.　　In the fall 2017, there was only one graduate, who according to the faculty met all competencies. In the spring 2018, there were 14 graduates, about 71% of them met this competency at well to very well level. Most of the fall 2017 midpoint students have graduated in the spring 2018, but the graduating cohort also include students who have taken longer to complete the program. Analysis of Results: 1.　　The program met this criteria in the fall 2017, but not in the spring 2018. This may be a function of various students graduating at different points in time. 2.　　Overall, the MPA program may not be able to meet all its learning outcomes this year due to being understaffed, but the program has continued to make some progress. 3.　　Additional data is needed to assess how well the new survey reflects faculty assessment over time. (06/14/2018) **Related Documents:** Faculty Competency Evaluation.docx	data. 2.　　Work on the PADM 6900 professional papers to have policy topics earlier in the course. 3.　　Work on the PADM6900 professional papers to incorporate involvement from a larger number of faculty. (06/14/2018)
		Result Status: Criterion Not Met **Reporting Year:** 2016-2017 ACTIONS TAKEN 1. The program has moved to implementing more group projects in classes as students work in groups in work	**Actions Planned:** 1. The faculty survey of competencies will remain as is in order to establish over-time comparison data.

| | | environment. Also group work is the requirement of the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) for the accredited programs. Students in PADM6101 collected and obtained access to the unique data, including getting a copy of NC module for the Behavioral Risk Factor Surveillance System (BRFSS) survey run by the Center for Disease Control and Prevention (CDC). In the public sector (either local government or non-profit), the students will have to work in groups to complete work assignments; hence students need to be able to articulate and apply a public service perspective in groups as well. The group projects in all classes allow our students to practice this competency. The faculty guides students in their efforts to articulate and apply the public service perspective.
 2. Eleven students in PADM6150 conducted an assessment of the Lucille Gorham Intergenerational Community Center (IGCC) in west Greenville. IGCC is an East Carolina University project housed in the old Saint Gabriel's church complex on West Fifth Street. The buildings are currently owned by the City of Greenville and leased to ECU. IGCC operates four distinct programs: Community Nurturing Garden that encourages neighborhood residents to grow and consume healthy food; Youth Excelling for Success (YES)—the largest IGCC program—an after-school and summer enrichment program for 2nd – 7th graders to assist in students mastery of school lessons, completing homework, and other activities; Youth Apprenticeship Program (YAP), a program that seeks to place 16-24 year olds in apprenticeship programs where they can learn business skills or a trade; and IGCC Fit, a physical fitness program that seeks to reduce health disparities and promote health and wellness through physical activity.
 3. The burden of survey taken has been lessened for the faculty by simplifying the survey and reducing the number of questions to 11 (from about 35 different items).

 RESULTS:
 1. A comparison of the faculty competency surveys over time revealed less movement in the evaluations occurred than anticipated. Due to the survey changes, we cannot validly compare faculty evaluations of students at midpoint | 2. PADM 6900 topics will be developed in fall semesters in order to allow students who enroll in that class in spring to be able to work more efficiently on the project (06/20/2017) |

and at graduation. (The change was on average -0.33; an unexpected direction which may be due to both changes in the survey and faculty).

2. In the fall 2016, about 55% of midpoint students have met the competency at well to very well levels. In the spring 2017, about 33% of midpoint students have been evaluated by the faculty as meeting this competency at well to very well level.

3. This spring, we did not have a very strong graduating cohort as indicated in 50% of students achieving any competencies according to the faculty.

ANALYSIS OF RESULTS

1. Overall, the MPA program may not be able to meet all of its learning outcomes this year due to being understaffed, but the program has continued to make some progress.

2. Additional data is needed to assess how well the new survey reflects faculty assessment over time.
(06/20/2017)

Result Status: Criterion Met
Reporting Year: 2015-2016

1. Actions Taken: PADM 6220 was offered both in fall and spring semesters with the modified readings and assignments described previously. The student ICMA chapter successfully transitioned from its founding leadership to a new cohort of leaders.

2. Results: A comparison of faculty competency surveys over time revealed less movement in the evaluations than had been anticipated. The movement was in the predicted direction and positive, but not enough to declare the criterion of one scale category improvement as being met. The movement between mid-program and final evaluations is rather small. Overall, however, 85.7% of graduating students were rated by faculty as meeting this criterion well or very well, meeting the standard of at least 80%.

3. Analysis of Results: Student participation in the ICMA chapter was very good and the chapter appears to be a major factor in transitioning MPA students from their roles as graduate students to young professionals. Some seven students attended the state conference and a regional conference in Savannah, GA. The faculty and students were

Actions Planned: 4. Faculty will evaluate how to place some aspects of the material covered in these two courses in online modules that will permit more class time to be spent on issues of application and clarification. Faculty will also consult with faculty in the College of Business who teach comparable courses online for ideas. Creating such modules should permit students to reflect more fully on key conceptual elements outside of class, permitting the in-class sessions to be more oriented toward problem solving exercises. The faculty was very pleased with the quality of the professional papers this year and decided to continue using a team case study/project based approach in

pleased with the outcome of the the new professional paper format. The faculty were unanimous in their assessment that this new approach allowed the students to explore the multiple dimensions of a policy analysis, display their abilities to work in teams, and to make public presentations better than our previous course design. (06/11/2016)

Related Documents:

[Midpoint Faculty Survey of Competencies.docx](#)

[Faculty Review of Graduating Students competencies.docx](#)

2015-2016. This pedagogical change will necessitate a rethinking of the means of assessment for the professional paper and a redefinition of the criteria for success as the current definition is individual based. Additional financial and faculty support will be directed toward the student ICMA chapter in the coming year. A more active external adviser will also be appointed to assist the students. (06/11/2016)

Result Status: Criterion Met
Reporting Year: 2014-2015
Actions Taken:
In order to enhance student abilities in this competency, especially the sub-dimensions of "synthesize the differing perspectives on public issues" and "articulate a public perspective in written and oral communication" the following actions were taken:

1.   The proposed change in PADM 6220 was made to the course through modification of the readings and assignments.

2.   The new mentoring program that was proposed in 2014-15 was not implemented as planned because of some personnel changes. The MPA director assumed the role of interim chair and, although another faculty member, assumed a number of responsibilities time simply did not permit full implementation. The names of external supporters of the program willing to participate as mentors were collected.

3.   The new student ICMA chapter was formed and proved a successful addition to the program. In addition, funding was secured to support students participating in both state and national conferences.

Results:

1.   While the curricular modification to PADM 6220 was made, its impact was too small to be documented as

Actions Planned: In order to enhance student abilities in this competency, especially the sub-dimensions of "synthesize the differing perspectives on public issues" and "articulate a public perspective in written and oral communication" the following actions were taken:

1.   Faculty will evaluate how to place some aspects of the material covered in these two courses in online modules that will permit more class time to be spent on issues of application and clarification. Faculty will also consult with faculty in the College of Business who teach comparable courses online for ideas. Creating such modules should permit students to reflect more fully on key conceptual elements outside of class, permitting the in-class sessions to be more oriented toward problem solving exercises.

2.   The faculty was very pleased with the quality of the

having had an impact based on one set of students having taken the course since the changes were made.

2.   A comparison of the faculty competency surveys over time revealed less movement in the evaluations occurred than anticipated. The movement was in the predicted direction and positive, but not enough to declare the criteria to have been met. On the other, this year the evaluations of both students at their mid-point and those graduating were both positive. This year, we have had the first cohort of graduating students in spring 2015 that we could measure the movement of faculty perceptions of students performance (from midpoint to graduating students), and the comparisons indicated about 0.4-0.5 improvements between midpoint and graduating measurements for all students.

3.   Overall, 91.7% of graduating students have been rated by faculty at well-to very well level for this competency (average of 5.52), meeting the standard of 80% of students.

4.   The creation of the new student ICMA chapter lead to three MPA graduating students to participate in the ICMA internship program with all three student being offered nationally competitive internships in local government. All three were also in locations generally outside our service area.

5.   The change in the professional paper course was seen by the faculty and, in student feedback, as an overwhelming success and met the spirit of the criteria for success. It is the judgment of the faculty that this was the best set of professional papers we have seen. The papers were well written and presented. The groups interacted well with one another (for the most part). The students also reported that the activity was more difficult than anticipated, but a better project because of dealing with a real problem that would affect the future of the MPA program.

Analysis of Results:
1.   The participation in the student ICMA Chapter was extremely successful. More than any other single change in the program, this one aided students in

professional papers this year and decided to continue using a team case study/project based approach in 2015-2016. This pedagogical change will necessitate a rethinking of the means of assessment for the professional paper and a redefinition of the criteria for success as the current definition is individual based.

3.   Additional financial and faculty support will be directed toward the student ICMA chapter in the coming year. A more active external adviser will also be appointed to assist the students.
 (06/17/2015)

developing more confidence in their ability to compete with graduates from other programs. The success of this year's class was clearly observed by next year's class.

2.   The faculty and students were pleased with the outcome of the changes made to the professional paper. The faculty were unanimous in their assessment that this new approach allowed the students to explore the multiple dimensions of a policy analysis, display their abilities to work in teams, and to make public presentations better than our previous course design. The student survey results were also positive, although the relatively small numbers of student prevented the actual criteria for success to be met statistically. In the judgment of the faculty, however, the criteria were met.
 (06/17/2015)

Pre/Post test will be completed by incoming and graduating students. One section of the test includes questions that measure students' knowledge of how to articulate and apply a public policy perspective.
Criterion for Success: 80% of students will complete the post test with at least 80% correct answers when they graduate on the respective section of the test. Another criterion will track the improvement between pre and posttest, and that criterion will be met if where 80% of students will improve their scores between pre/posttest on the respective section of the test.
Means of Assessment Status: Active
Means of Assessment Category: Examination

Result Status: Criterion Not Met
Reporting Year: 2020-2021
ACTIONS TAKEN: MPA faculty dedicated increased instructional time (particularly in core courses) to highlight the unique challenges of public and nonprofit agencies as well as the importance of balancing the pillars of public administration as public service leaders. For example, PADM6240 included the business plan for a nonprofit organization that students developed. This assignment required pairs of students to work together to develop a nonprofit business plan that demonstrated the need for, the probable sustainability of, and a business case for a new nonprofit organization in a local jurisdiction. Students must contact nonprofit practitioners in the course of data collection. The project's final report must include a corporation description, a market and needs analysis, an operations plan (including logic models of all programs and services), a plan for structure and governance (including boards of directors), a marketing strategy, and a capitalization and finance plan (including initial 3-year budget). Students make the business case for their proposed nonprofit in a public presentation.
Note: The pre-test/post-test questions were updated in Spring 2020 based on data from previous assessment cycles, the annual MPA faculty retreats, and further faculty discussions. The updated version has 10 questions (versus

Actions Planned: ACTIONS PLANNED: More test data is needed to make conclusive recommendations based on this means of assessment. The faculty will revise the test instrument to include more questions to avoid the situation where it is simply mathematically not possible to meet the goal. The tentative results indicate that faculty should place additional pedagogical emphasis on the competency to articulate and apply a public policy perspective. The program plans to revise some core courses, especially PADM6900 to fulfil this goal. (05/21/2021)

seven in the previous version).

CRITERION FOR SUCCESS: 80% of students will complete the post-test with at least 80% correct answers when they graduate on the respective section of the test. Another criterion will track the improvement between pre and posttest, and that criterion will be met if where 80% of students will improve their scores between pre/posttest on the respective section of the test.

RESULTS: In Academic Year 2020-2021, 5 graduating students fulfilled the assessment. There are two questions assessing this competency; one question was added in spring 2020 revisions of the pretest-posttest; 100% (all 5 students) replied correctly to this question. Only 2 students replied correctly to the question that was originally on the pretest. Only one question appears on both pretest and posttest, and only one student can be evaluated for change in scores: there are no changes in scores since the student did not reply correctly to this question on both pretest and posttest.

ANALYSIS OF RESULTS: Given changes in the test instrument and small n of students who completed the pretest, we cannot adequately measure the changes between pretest and posttest. The limited results on the posttest indicate that students did not meet this goal. (05/21/2021)

Result Status: Criterion Not Met
Reporting Year: 2019-2020
ACTIONS TAKEN: MPA faculty dedicated increased instructional time (particularly in core courses) to highlight the unique challenges of public and nonprofit agencies as well as the importance of balancing the pillars of public administration as public service leaders.
Note: The pre-test/post-test questions were updated in Spring 2020 based on data from previous assessment cycles, the annual MPA faculty retreat in May 2019, and further faculty discussions. The updated version has 10 questions (versus seven in the previous version).

CRITERION FOR SUCCESS: 80% of students will complete the

Actions Planned: ACTIONS PLANNED: MPA faculty will emphasize the unique challenges, institutional and political contexts, and constraints faced by public service professionals. This will be accomplished by spending increased instructional time dedicated to highlighting differences between private, public, and nonprofit sectors that are illustrated in course materials, assignments, and events. In addition, MPA faculty (again,

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results	Actions Planned
		post-test with at least 80% correct answers when they graduate on the respective section of the test. Another criterion will track the improvement between pre and posttest, and that criterion will be met if where 80% of students will improve their scores between pre/posttest on the respective section of the test. RESULTS: In Spring 2020, 14 of our graduating students were given the updated 10-item post-test (in pencil-and-paper format) in PADM 6900. Two test items assess the MPA program competency of "articulating and applying a public service perspective." Among this group of graduating MPA students, the overall score average for these two items is 71% correct (20 of 28 possible points earned). Half of the students earned full credit (i.e. 50% met the criterion) and six students (43%) earned half-credit (i.e. one of two items correct) while one student (7%) earned no credit. In Fall 2018, the pre-test was given to the MPA students now graduating in Spring 2020. The version of our assessment tool at that time had only one item for assessing students' ability to articulate and apply a public service perspective. We have Fall 2018 "pre-test" data for seven MPA students who graduated/completed the "post-test" in Spring 2020. Among those students, four of seven (57%) correctly answered the question. In Spring 2020, 50 percent (7 of 14) of our graduating MPA students earned "post-test" scores better than 80% for this competency, falling short of our assessment goal of 80% of students earning better than 80% on this post-test section. It is important to note that, in its current version, this assessment section includes only two test questions. Further, given changes in the assessment instrument, we cannot determine/measure growth between "pre-test" and "post-test" for this competency. ANALYSIS OF RESULTS: In Spring 2020, 50 percent (7 of 14) of our graduating MPA students earned "post-test" scores better than 80% for this competency, falling short of our	particularly in core courses and especially in PADM 6100 and PADM 6160) will use additional instructional time to focus more heavily on the history, tradition, and development of public service. (06/23/2020)

assessment goal of 80% of students earning better than 80% on this post-test section. This suggests our previous efforts in increasing instructional time were not as helpful in improving student performance on this criterion as hoped. It is important to note that, in its current version, this assessment section includes only two test questions. Further, given changes in the assessment instrument, we cannot determine/measure growth between "pre-test" and "post-test" for this competency. Moving forward, MPA faculty will need to continue to highlight challenges of public and nonprofit agencies. In addition, results suggest MPA faculty will also need to focus more on the history, tradition, and development of public service. (06/23/2020)

Result Status: Criterion Met
Reporting Year: 2017-2018
Actions Taken:

1.   The new pretest and posttest questions was tested in the summer 2017. The first pretest was administered in the fall 2017 to the incoming cohort of students. The pretest was distributed on paper during the student orientation, and 10 incoming students have completed the test. On average, incoming students have replied correctly to about 33% of the questions (there were 7 questions on the test). There were 20% correct responses on the question devoted to the competency on the pretest. Overall, the students have replied correctly 100% of the time to the questions assessing this competency on the posttest.
Results:
Analysis of Results:

1.   Current data does not allow to account for the change in scores over time. The way the current data was collected from the graduating students may have resulted in low response rates. Due to small number of responses, the data should be viewed with caution. But the data indicates that the criterion has been met.
 (06/14/2018)
Related Documents:
pretest_fall2017_assess.doc

Actions Planned: 1.The pretest/posttest approach will be repeated in the fall 2018 for the fuller picture. The efforts will be made to ensure the tests are done face-to-face for the highest collection of data possible. (06/14/2018)

Result Status: Criterion Not Met
Reporting Year: 2016-2017

Actions Planned: The

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results	Actions Planned
		ACTIONS TAKEN 1. The student competency surveys were discontinued due to the lack of variation in responses in spring 2017. In the fall 2016, the MPA faculty has conducted a thorough analysis of the student self-assessment data, and found little to no change in their ratings of themselves between different points in the program. For example, the midpoint cohort in fall 2016 has ranked themselves 100% on all five competencies. There is no potential room for improvement. Some incoming cohorts (e.g. fall 2015 students) also rated themselves at 5 or 6 level for all competencies. Also, some of students' self-evaluations did not conform to the faculty evaluations. For example, the same students from fall 2015 cohort (rating themselves at 100% at entry into the program) were graduating in spring 2017, and were not rated at 100 upon graduation from the program. Since true and adequate self-assessment is very difficult to conduct it has been decided to replace the student competency survey with the pretest/post-test approach. The faculty collected the questions to be implemented in the summer 2017. 2. The new pretest and post-test questions were developed during spring 2017 to be implemented in the summer of 2017. RESULTS: 1. A comparison of the competency surveys over time revealed that because a number of students have a sufficiently high opinion of their own capabilities coming into the program, less movement in their own self-evaluations occurred than anticipated. The movement was in the predicted direction and positive, but not enough to declare the criteria to have been met. The criterion was to indicate a movement of 1 rating level, but all students have moved from incoming to midpoint level in the academic year 2016-2017 moved less than 1 rating level. Some students indicated no movement (because they already highly rated themselves). There was only one student who has rating of 3.67 at entry and 5.89 at the midpoint (the change of 2.22). The average change for all students was 0.88. The midpoint cohort in fall 2016 has ranked	pretest/post-test approach will be tested in summer and implemented in fall, 2017 (06/20/2017)

themselves at 100% for this competency. The incoming cohort has rated themselves at 41% for this competency.
2. All faculty submitted new questions to be used in pretest and post-test deployed in the Blackboard.

ANALYSIS OF RESULTS
1. Over time, it was established that no changes in students' performance can be assessed in this way. Even the least experienced students rank themselves highly on all competencies. Hence, the change to a different format. (06/20/2017)

MPA Professional Paper & Defense. Each student is expected to work in a group to prepare and defend a professional paper in PADM 6900, the capstone course for the program. While this paper may take different forms to some degree, a comparable set of expectations for its content and presentation have been developed and tested by the MPA faculty. These expectations reflect all of the programs defined competencies. The rubric will be shared with the students, used by the faculty to inform them of their progress as the paper is being prepared, and then will be used by the MPA committee to assess the quality of student's final product.
Criterion for Success: Papers will get 8 points or higher on respective sections of the rubric (#1).
Means of Assessment Status: Active
Means of Assessment Category: Research Paper
Related Documents:
[Revised PADM 6900 Rubric.docx](#)

Result Status: Criterion Met
Reporting Year: 2020-2021
ACTIONS TAKEN: MPA faculty planned to emphasize writing and presentation skills. The planned activities included referrals to the ECU University Writing Center and other ECU resources. The 2020-2021 Academic Year was unusual in many aspects, including a quick pivoting from face to face to online teaching in the fall, and mix of teaching approaches (face to face, synchronous and asynchronous DE) in the spring. Faculty emphasized the importance of writing and presentation skills, especially in the capstone experience – PADM6900, but throughout such presentations and classes, students faced unique difficulties of presenting to empty screens because people turned their off screens to maintain adequate bandwidth for everyone on the presentation. While faculty emphasized online resources available to students (e.g. faculty in PADM6160 made special announcements on library and IT resources available to ECU students), students were limited in their capacity to utilize full extent of ECU-provided resources either because they could not access campus or because of their Internet connection limitations.
CRITERION FOR SUCCESS: Papers will earn 8 points or more (out of 10) on respective sections of the rubric (#1, "problem statement and feasibility assessment").

RESULTS: There was only one team of three students defending their capstone experience in spring 2021, and one student in the fall 2020. The average rating for spring 2021 team working on the project "Working Toward

Actions Planned: ACTIONS PLANNED:
The early identification of topics and committee approach to capstone projects have improved the overall results. At the same time, the students consistently would like to work on empirical projects that do not fit the current paper structure. Based on the assessment and re-accreditation self-study data, the MPA committee plans to meet (May 2021) and revamp (summer 2021) PADM6900 to showcase the skills that students will need later in their careers and competencies students gained in the MPA program.
(05/21/2021)

Housing Affordability: The Cases of Raleigh-Wake County and Fayetteville-Cumberland County Metropolitan Areas" equals 8.2 for this competency; the score for student in the fall is 8. Overall, score across all evaluations is 8.17. However, these results should be view with caution due to the small number of projects (one team in the spring and one individual in the fall) and smaller than previous cohorts number of students on the team.

ANALYSIS OF RESULTS: While the results tentatively indicate that our goal is met, these results should be view with caution due to small n.
 (05/21/2021)

Result Status: Criterion Not Met
Reporting Year: 2019-2020
ACTIONS TAKEN:
MPA faculty determined that student performance on PADM 6900 professional papers (i.e. capstone projects) would be strengthened by two actions. First, instructors-of-record (in consultation with students and all MPA faculty) will identify policy/management topics for projects earlier (ideally, before the semester or in the first week). In recent semesters, some 6900 projects did not begin at full speed, restricting the time dedicated to data collection and report writing during the semester. Second, rather than a single instructor-of-record approach, PADM 6900 will incorporate feedback from all MPA faculty throughout the semester on all projects. This allows the diversity of faculty expertise to be more broadly leveraged by MPA students and project weaknesses to be identified earlier in their development.

CRITERION FOR SUCCESS: Papers will earn 8 points or more (out of 10) on respective sections of the rubric (#1, "problem statement and feasibility assessment").

RESULTS: Across five project teams in academic year 2019-2020, the average rubric rating (from five MPA faculty) for the criterion ("problem statement and feasibility assessment") was 8.3 (out of 10). Three of five project teams scored at or above 8.0 for the criterion, ranging from 8.4 to 9.0. Two teams fell below the 8.0 threshold (7.7 and

Actions Planned: ACTIONS PLANNED: PADM 6900 instructors will dedicate more instructional time early in project development focused on crafting appropriate problem statements and feasibility assessments. Similarly, MPA faculty in related courses (i.e. those completed before students enroll in PADM 6900 that cover related material, including PADM 6161, and PADM 6101/6102) will also spend more instructional time on problem statements and feasibility assessment. In order to improve equality of individual contributions to PADM 6900 projects, drafts and final papers must be color-coded to indicate students' work to create a sense of urgency and accountability. (06/23/2020)

7.8). In all, 10 of 15 (67%) individual students satisfied this criterion for success.

ANALYSIS OF RESULTS: The overall average criterion score of 8.3 for all academic year 2019-2020 PADM 6900 projects is encouraging. Three project teams (n = 10 students) demonstrated performance greater than our stated goal. The two project teams (n = 5 students) that failed to reach our goal did so by relatively narrow margins (less than 1/3 point on a 10-point scale), suggesting the program was close to hitting this mark with all of these graduating students. The committee-type faculty approach to projects - and identifying project topics earlier - appears to improve student outcomes here. Moving forward, we will keep the committee-type approach and early topic identification strategies. In future terms, MPA faculty would like to see improvement in PADM 6900 projects regarding (1) equality of individual student contributions to these group deliverables and (2) problem-statement generation and feasibility assessments. (06/23/2020)

Result Status: Criterion Met
Reporting Year: 2017-2018
Actions Taken:

1.	The program continued group projects in classes as students work in groups in work environment. Also, group work is the requirement of the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) for the accredited programs.
2.	 In the public sector (either local government or non-profit), the students will have to work in groups to complete work assignments; hence students need to be able to articulate and apply a public service perspective in groups as well. The group projects allow our students to practice this competency. Throughout the professional paper course, the professor responsible for the course trains students on writing cohesive policy problem statements to enhance their skills in articulating public service perspective. The faculty also reviews the alternatives developed by students for each project; the development of alternatives allows students to apply the public service perspective as well. There were three teams

Actions Planned: Actions Planned:
1.	Even though this competency is met, the faculty plans at the next meeting bring up the committee structure of the MPA professional paper to enhance the quality of the papers further.
 (06/14/2018)

of graduating students in PADM 6900 Professional paper (a capstone experience for the program) in the spring 2018. In the spring, projects included: "Washington, North Carolina Castle Island Development Project" (n=4), "Vidant Cancer Center: Wait Time for Outpatient Visits" (n=5), and "Vollis Simpson Whirligig Park in Historic Downtown Wilson" (n=5).

3.　　　Students in PADM 6165 conducted evaluability assessments of various programs in summer 2017. One of the teams (3 person) shared their evaluability assessment for Halifax Community College Preparing men for Intellectual, academic, & Educational success (P.R.I.D.E) II program with the Halifax Community College administration (Fall 2017). The administration found the report interesting. Further actions may be constrained by the availability of the funding for the full program evaluation.

Results:

1.　　　Overall, student papers and presentations in PADM 6900 meet the criterion (as based on the attached rubric item pertinent to this competency).

Analysis of Results:

3.　　　This year's MPA Professional Paper has seen improvements in quality which may be result of the pedagogical changes implemented as well as a function of students graduating in the spring. The competition between teams in the spring may have helped as well. The pedagogical changes included better coordination of topics between classes (e.g. PADM 6161 and PADM 6900).

4.　　　Overall, the MPA program has continued to make some progress.

(06/14/2018)
Related Documents:
Revised PADM 6900 Rubric.docx

Result Status: Criterion Not Met
Reporting Year: 2016-2017
ACTIONS TAKEN
1. The program implemented group-projects assignments for PADM 6900 projects in fall 2014. The faculty continued with the group-projects in PADM 6900. The change was

Actions Planned: 1. The faculty already met at the annual retreat (May 2017) to discuss the current implementation of the PADM 6900 paper. The major difficulty the current class had was with the

intended to address the analytical and presentation skills of the students as well as strengthen their group interaction capabilities. In the public sector (either local government or non-profit), the students will have to work in groups to complete work assignments; hence students need to be able to articulate and apply a public service perspective in groups as well. The group projects allow our students to practice this competency. Throughout the professional paper course, the professor responsible for the course trains students on writing cohesive policy problem statements to enhance their skills in articulating public service perspective. The faculty also reviews the alternatives developed by students for each project; the development of alternatives allow students to apply the public service perspective as well.

2. The program has moved to implementing more group projects in classes as students work in groups in work environment. Also group work is the requirement of the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) for the accredited programs. Students in PADM6101 collected and obtained access to the unique data, including getting a copy of NC module for the Behavioral Risk Factor Surveillance System (BRFSS) survey run by the Center for Disease Control and Prevention (CDC).

3. Six graduating students in PADM6900 Professional paper (a capstone experience for the program), wrote "An Analysis of Alternatives for Improving Mass Care in All-Hazard Incidents in Carteret County".

4. Eleven students in PADM6150 conducted an assessment of the Lucille Gorham Intergenerational Community Center (IGCC) in west Greenville. IGCC is an East Carolina University project housed in the old Saint Gabriel's church complex on West Fifth Street. The buildings are currently owned by the City of Greenville and leased to ECU. IGCC operates four distinct programs: Community Nurturing Garden that encourages neighborhood residents to grow and consume healthy food; Youth Excelling for Success (YES)—the largest IGCC program—an after-school and summer enrichment program for 2nd – 7th graders to assist in students mastery of school lessons, completing homework, and other activities; Youth Apprenticeship Program (YAP), a program

development of the topic. The faculty has discussed various ways to improve the coordination of topics between PADM 6161 and PADM 6900.

2. Even though this competency was not met, the faculty was satisfied with the overall quality of the professional paper this year and decided to continue using a team case study/project based approach in 2017-2018. (06/20/2017)

that seeks to place 16-24 year olds in apprenticeship programs where they can learn business skills or a trade; and IGCC Fit, a physical fitness program that seeks to reduce health disparities and promote health and wellness through physical activity.

RESULTS
1. The program had a smaller cohort of 6900 students, resulting in only one team for PADM 6900. Potential lack of competition from the other teams may have led to the lower than usual quality of the final product. The team of three faculty has evaluated the PADM 6900 paper, and applied the attached rubric. The three committee members has ranked the respective sections of the paper at an average rating of 7.7 (two out of three committee members ranked the respective component of the paper at 8-level, one at 7 level). The criterion is not met.
2. The students were particularly excited (and continue to be so) about the empirical involvement in the program evaluation in PADM 6150.

ANALYSIS OF RESULTS
1. This year's MPA Professional Paper—while overall satisfactory—was not of the same high quality as the previous two years' papers (the only other years for which the group approach was utilized). There are several reasons for this: 1) the small number of students in the class (6) resulted in only one group working on the topic. The lack of competition may have led to a less-than-optimal approach to the topic. 2) In previous years, the paper topic was developed in fall semester and the students began the spring semester working on the topic. For this year, the topic was not decided until several weeks into spring semester. In addition, the topic for the paper was then changed resulting in even more delays.
2. Overall, the MPA program may not be able to meet all of its learning outcomes this year due to being understaffed, but the program has continued to make some progress. (06/20/2017)

Participate in and contribute to the | Pre/Post test will be completed by | **Result Status:** Criterion Not Met | **Actions Planned:** Actions Planned:

Outcomes	_Means of Assessments_	Actions Taken, Results & Analysis of Results	Actions Planned
public policy process (NASPAA Competency) - Upon graduation, MPA students will be able to participate in and contribute to the public policy process. **Outcome Status:** Currently Being Assessed **Outcome Type:** Student Learning Outcome **Start Date:** 07/18/2013 **5-Year Assessment Cycle:** 2016-2017, 2018-2019, 2021-2022, 2022-2023, 2023-2024	incoming and graduating students. One section of the test includes questions that measure students' knowledge of how to participate in and contribute to the public policy process. **Criterion for Success:** 80% of students will complete the post test with at least 80% correct answers when they graduate on the respective section of the test. Another criterion will track the improvement between pre and posttest, and that criterion will be met if 80% of students will improve their scores between pre/posttest on the respective section of the test. **Means of Assessment Status:** Active **Means of Assessment Category:** Examination	**Reporting Year:** 2018-2019 Actions Taken: Student Posttest 1. The program has implemented the pretest-posttest approach in the fall 2017. The program used the paper-based posttest for the incoming students: all (or most) incoming students are gathered for their orientation, and the response rate for the test is improved via this method. The graduating students are asked to respond to the posttest online via Qualtrics. The MPA program decided not to use Blackboard (originally planned implementation methods) due to students taking different courses in their graduating semester. As part of assessing this competency, students need to identify correctly five Supreme Court Cases that shape the participation and contribution to the policy process. Results: Student Posttest 1. There was 70% response rate to the posttests administered in the fall 2018 (8 complete tests out of 13) and spring 2019 (6 complete tests out of 7). According to the posttest results from the fall 2018 and spring 2019, only 43% of students selected at least 80% of correct answers for the respective questions on the posttest. Most of the students who responded correctly are from the fall cohort: 63% of the fall cohort responded correctly to at least 80% of questions on this competency, while only 17% (one student) responded correctly to the questions on this competency from the spring cohort. 2. This year was also the first year that the program is able to look at the changes in the test questions for those students who are tested between their orientation (incoming) and graduation. The incoming test is administered on paper during the student orientation. The graduation test (exactly same questions) is administered during the graduating semester via Qualtrics. There were 4 students who responded to the test during the fall of 2017 (incoming) and spring 2019 (graduating). Among these 4 students, 50% responded correctly on the questions related to this competency on the posttest, and 75% showed improvement on this competency since their pre-test. Due to the small number of students available to assess the	Student Posttest 1. The program will emphasize the importance of participation and contribution to the public policy process throughout multiple courses and throughout the group projects implemented in various courses. During summer 2019, the faculty will develop an updated test. The tests will be implemented concurrently to phase off the use of the old test. This will provide for some variability in questions to avoid the potential of question structure influencing the results. (06/12/2019)

improvement, one needs to keep in mind that the only way the program can achieve the goal of 80% of students improving their scores if all four students improved between the pretest and posttest.

Analysis of Results: Student Posttest
1.   These results indicate the competency is not met according to this means of assessment, but these results need to be viewed together with the other data. Overall, these four students that we can measure the improvements on the test did not do as well compared to other graduates. Also, the question, measuring this competency, is a matching question, which means that if a student misses just one Supreme Court Case, they will have to answer incorrectly another one.
 (06/12/2019)

Result Status: Criterion Not Met
Reporting Year: 2016-2017
ACTIONS TAKEN
1. Faculty collected questions on which students will be evaluated in spring 2017. The pretest and post-test will be implemented in summer 2017.

RESULTS
1. As this is a new method of assessment, no results will be available until the 2017-2018 academic year

 (06/20/2017)

Actions Planned: 1. Implementation of the pretest and post-test via BlackBoard in summer 2017
2. Analysis of pretest and post-test data as they become available. (06/20/2017)

MPA Professional Paper & Defense. Each student is expected to work in a group to prepare and defend a professional paper in PADM 6900, the capstone course for the program. While this paper may take different forms to some degree, a comparable set of expectations for its content and presentation have been developed and tested by the MPA faculty. These expectations reflect all of the programs defined competencies. The rubric will be

Result Status: Criterion Met
Reporting Year: 2018-2019
Actions Taken: Professional Paper
1.   The students both in the fall and spring semesters selected their topics in a timely fashion. The program approach of emphasizing the importance of PADM6900 topics throughout various courses may have had an effect. At the same time, it may be a function of one team (n=5) working together in the spring, and a cohesive cohort group graduating in the fall semester (n=12).
2.   There was only one team of graduating students in PADM 6900 Professional paper (a capstone experience for the program) in the spring 2019. In the public sector

Actions Planned: Actions Planned: Professional Paper
1.   The faculty will continue requesting color-coded drafts of the professional paper where each student highlights all text/figures/charts that they themselves created/wrote. This could be helpful for increasing student effort toward writing quality and output. This may also encourage students further to volunteer leadership in group

	shared with the students, used by the faculty to inform them of their progress as the paper is being prepared, and then will be used by the MPA committee to assess the quality of student's final product. **Criterion for Success:** Papers will get 8 points or higher on respective sections of the rubric (#6). **Means of Assessment Status:** Active **Means of Assessment Category:** Research Paper **Related Documents:** Revised PADM 6900 Rubric.docx	(either local government or non-profit), the students will have to work in groups to communicate and interact productively with a diverse and changing workforce and citizenry. The group projects allow our students to mimic this work environment by collaborating with each other and then presenting their findings to a diverse audience. The MPA professional paper also requires students to write cohesive problem statements and provide results in a non-technical format to enable students to communicate with various audiences. The professor teaching the course guides students to the most appropriate ways for their contribution to the policy process. This spring, the instructor guided student-initiated research in succession planning and recruitment in Eastern NC municipalities, focusing on data from Kinston and New Bern. The team defended their project "Succession planning and recruitment in the Eastern NC municipalities." The original research project was supposed to include more municipalities. The students conducted interviews with key stakeholders; the course instructor guided and supported students. The instructor also implemented a new way of assessing individual members' contributions such as color-coding the parts they have written and providing peer-grades of the participation in the project. 3. At the same time, one of the students from the previous semesters had to defend her individual 6900 project, guided by a different instructor. The student defended "A County in Crisis: New Hanover County Prescription Opioid Epidemic", and the student received similar instructional support as the other students in the class. 4. In the fall semester, the special Rocky Mount cohort program graduated its first wave of students. There were total of three groups defending the following topics: "Managing Health Care Costs for the City of Rocky Mount", "Non Profit Turnover Final Paper", and "Reuse of Flood Land Acquired by City of Rocky Mount". The first paper focused on the alternatives that may curb the rising healthcare costs for the city of Rocky Mount. The actual head department from the city was present at the defense. The team working with non-profit turnover issue was	projects. 2. Various faculty employ different strategies at training students with providing peer-feedback in teams. (06/12/2019)

allowed to collect and use the data from the employees, but the team was not allowed to use the name of the non-profit analyzed in the final report. Finally, the third team focused on the alternative uses for the FEMA buyout properties in the city of Rocky Mount.

Results: Professional Paper
1.   Overall, about 84% of all students who completed PADM6900 projects in academic year 2018-2019 accomplished this competency. Both cohorts performed equally well: about 85% of students in the fall 2018 and about 83% of students in the spring 2019 met this competency (that is, received an average score of 8 or higher on the relevant section of the PADM6900 rubric related to the presentation and public defense of the final project).
2.   At the same time, there was one student in the spring 2019, who failed the course, a very rare occurrence in the history of the program. The student will have to retake the course in the fall 2019. If we exclude this student from the spring 2019 cohort results, then 100% of students who defended their PADM6900 projects in the spring meet this requirement. The average for spring cohort equals 7.69 for all students, but 8.93 for the cohort excluding the student who failed; the student's scores are very low (1-2 on average for each competency). Without this student about 89% of students met this competency (both cohorts accounted together).

Analysis of Results: Professional Paper
1.   The competency is met according to the professional paper results since overall students and each individual cohort meet this competency requirement.

(06/12/2019)

Result Status: Criterion Not Met
Reporting Year: 2016-2017
ACTIONS TAKEN:
1. The program has implemented group-project assignments for PADM 6900 projects in fall 2014. The

Actions Planned:
1. The faculty already met at the annual retreat (May 2017) to discuss the current implementation of the PADM6900

faculty continued with the group-projects in PADM 6900. The change was intended to address the analytical and presentation skills of the students as well as strengthen their group interaction capabilities.

2. The program has moved to implementing more group projects in classes as students work in groups in work environment. Also group work is the requirement of the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) for the accredited programs. Students in PADM 6101 collected and obtained access to the unique data, including getting a copy of NC module for the Behavioral Risk Factor Surveillance System (BRFSS) survey run by the Center for Disease Control and Prevention (CDC).

3. Six graduating students in PADM 6900 Professional paper (a capstone experience for the program), wrote "An Analysis of Alternatives for Improving Mass Care in All-Hazard Incidents in Carteret County". In the public sector (either local government or non-profit), the students will have to work in groups to participate and contribute to the public policy process. The group projects allow our students to mimic this work environment. The MPA professional paper also requires students to write cohesive problem statements and provide results in non-technical format to enhance students' future participation and contribution to the policy process. The professor teaching the course guides students to the most appropriate ways for their contribution to the policy process.

4. Eleven students in PADM 6150 conducted an assessment of the Lucille Gorham Intergenerational Community Center (IGCC) in west Greenville. IGCC is an East Carolina University project housed in the old Saint Gabriel's church complex on West Fifth Street. The buildings are currently owned by the City of Greenville and leased to ECU. IGCC operates four distinct programs: Community Nurturing Garden that encourages neighborhood residents to grow and consume healthy food; Youth Excelling for Success (YES)—the largest IGCC program—an after-school and summer enrichment program for 2nd – 7th graders to assist in students mastery of school lessons, completing homework, and other activities; Youth Apprenticeship Program (YAP), a program

paper. The major difficulty the current class had was with the development of the topic. The faculty discussed various ways to improve the coordination of topics between PADM 6161 and PADM 6900.

2. Even though this competency was not met, the faculty was satisfied with the overall quality of the professional paper this year and decided to continue using a team case study/project based approach in 2017-2018. (06/20/2017) (06/20/2017)

that seeks to place 16-24 year olds in apprenticeship programs where they can learn business skills or a trade; and IGCC Fit, a physical fitness program that seeks to reduce health disparities and promote health and wellness through physical activity. The students usually present in front of community partners their findings, which makes great practice for their future participation in the policy process.

RESULTS:
1. The program had a smaller cohort of PADM 6900 students, resulting in only one team for PADM 6900. Potential lack of competition from other teams may have led to the lower than usual quality of the final product. The team of three faculty evaluated the PADM 6900 paper, and applied the attached rubric. The three committee members ranked the respective sections of the paper at an average rating of seven (7)-- all three agreed that this competency was at this level. The criterion is not met.
2. The students were particularly excited (and continue to be so) about the empirical involvement in the program evaluation in PADM6150.

ANALYSIS OF RESULTS
1. This year's MPA Professional Paper—while overall satisfactory—was not of the same high quality as the previous two years' papers (the only other years for which the group approach was utilized). There are several reasons for this: a) the small number of students in the class (6) resulted in only one group working on the topic. The lack of competition may have led to a less-than-optimal approach to the topic. b) In previous years, the paper topic was developed in fall semester and the students began the spring semester working on the topic. For this year, the topic was not decided until several weeks into spring semester. c) In addition, the topic for the paper was then changed resulting in even more delays.
2. Overall, the MPA program may not be able to meet all of its learning outcomes this year due to being understaffed, but the program has continued to make some progress. (06/20/2017)

	A Competency Evaluation by faculty members will be conducted to assess individual student competency levels after the student has completed 18 hours of coursework and immediately after graduation. Only those faculty members who have taught the students will provide the evaluations and the results will be aggregated across the faculty members to give a combined assessment rating. See "participate in and contribute to the public policy process" competencies on the attached faculty survey form (the average of both questions will be used). **Criterion for Success:** Faculty will perceive 80% of students to have improved their competency levels by at least one rating level between the first and second evaluation on the respective sections. Faculty will perceive 80% of students to have improved their ability to meet this competency at a level of "well" or "very well" by the second evaluation on the respective sections. **Means of Assessment Status:** Active **Means of Assessment Category:** Other **Related Documents:** [Faculty Competency Evaluation.docx](#)	**Related Documents:** [PADM 6900 Rubric May 17.docx](#) **Result Status:** Criterion Met **Reporting Year:** 2018-2019 Actions Taken: Faculty Competency Survey 1. The program has moved to implementing more group projects in classes because in the public sector (either local government or non-profit), the students will have to work in groups to participate in and contribute to the public policy process. The group projects allow our students to mimic this work environment. Also, group work is the requirement of the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) for accredited programs. 2. The faculty focused on stressing the importance of selecting the PADM6900 Professional Paper topics preferably by the time students took the course. Results: Faculty Competency Survey 1. Overall 86% of all students graduating in academic year 2018-2019 were evaluated by faculty being at the levels of well and very well for the competency of participating in and contributing to the public policy process. 2. The faculty assessment survey contains two questions related specifically to this competency: about 94% of all students meet this competency on question related to contributions and about 78% of students meet this competency on question related to participation. There are cohort differences present as with the other data. About 92% of fall 2018 students achieve the score of meeting this competency at well to very well level on both question (83% on the participation question, and 100% on the contribution question). About 75% of spring 2019 students achieve the score of meeting this competency at well to very well level on both question (67% on the participation question, and 83% on the contribution question). As with the other data points, it is worthwhile to look at the spring 2019 cohort excluding the student who failed PADM6900. About 90% of spring 2019 students, excluding the student who failed PADM6900, achieved the	**Actions Planned:** Actions Planned: Faculty Competency Survey 1. The program discussed the importance of making effective presentations to public and to the professionals; some courses, e.g. PADM6101 plan to incorporate a throughout discussion of the data visualization tools for public and professional presentations. At the same time, the program will provide additional elective courses and guidance to students with regard to their writing. For example, this summer Grant Writing course is introduced. The program incorporated new elective courses offered in the summer such as Seminar in Public Administration: Grant Writing; there are currently 7 students signed up for the course. The course will be offered over the 11-week summer session. (06/12/2019)

score of well to very well level on this competency for both question (80% on the participation question, and 100% on the contribution question). About 91% of all graduates (excluding one) achieve this competency on both questions (82% on the participation question and 100% on the contribution question).

3.   There was a cohort of 6 students for whom the changes in faculty assessment between the midpoint and graduation were calculated. When we exclude one student who failed PADM6900 in the spring 2019, 80% of students show improvements between the midpoint and graduation assessments, but none of students shows 1-point rating improvement between two assessment periods.

Analysis of Results: Faculty Competency Survey
1.   Looking at the overall graduates from both fall and spring cohorts, the competency is met according to the faculty survey. However, the spring cohort did not do as well as the fall cohort. If we take all students graduating in the spring of 2019 into account, the cohort does not meet this competency. However, excluding one student who failed PADM6900 paper (a very extreme event in the program's history), the spring cohort meets this competency, but at a lower level than the fall cohort. More importantly, both cohorts do exceptionally well on the question on faculty survey related specifically to contribution to the public policy process (a component of this competency). At the same time, both cohorts do slightly less well, but still meeting competency, on the question related to the participation in the public policy process.
2.   In terms of rating changes between the midpoint and graduation, about 80% of students show improvements, but none show one-rating improvements. The data excludes the outlier student.

 (06/12/2019)

Result Status: Criterion Not Met
Reporting Year: 2016-2017
ACTIONS TAKEN

Actions Planned: 1. The faculty survey of competencies will remain as is in order to establish

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results	Actions Planned

1. The program has moved to implementing more group projects in classes as students work in groups in work environment. Also group work is the requirement of the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) for the accredited programs. Students in PADM6101 collected and obtained access to the unique data, including getting a copy of NC module for the Behavioral Risk Factor Surveillance System (BRFSS) survey run by the Center for Disease Control and Prevention (CDC). In the public sector (either local government or non-profit), the students will have to work in groups to participate and contribute to the public policy process. The group projects allow our students to mimic this work environment.

2. Eleven students in PADM6150 conducted an assessment of the Lucille Gorham Intergenerational Community Center (IGCC) in west Greenville. IGCC is an East Carolina University project housed in the old Saint Gabriel's church complex on West Fifth Street. The buildings are currently owned by the City of Greenville and leased to ECU. IGCC operates four distinct programs: Community Nurturing Garden that encourages neighborhood residents to grow and consume healthy food; Youth Excelling for Success (YES)—the largest IGCC program—an after-school and summer enrichment program for 2nd – 7th graders to assist in students mastery of school lessons, completing homework, and other activities; Youth Apprenticeship Program (YAP), a program that seeks to place 16-24 year olds in apprenticeship programs where they can learn business skills or a trade; and IGCC Fit, a physical fitness program that seeks to reduce health disparities and promote health and wellness through physical activity.

3. The burden of survey taken has been lessened for the faculty by simplifying the survey and reducing the number of questions to 11 (from about 35 different items).

RESULTS
1. A comparison of the faculty competency surveys over time revealed less movement in the evaluations occurred than anticipated. Due to the survey changes, we cannot validly compare faculty evaluations of students at midpoint and at graduation. (The change was on average 0.33).

over-time comparison data.
2. PADM 6900 topics will be developed in fall semesters in order to allow students who enroll in that class in spring to be able to work more efficiently on the project. (06/20/2017)

| | | 2. In the fall 2016, about 64% of midpoint students have met the competency at well to very well levels. In the spring 2017, about 67% of midpoint students have been evaluated by the faculty as meeting this competency at well to very well level.
3. This spring, the graduating cohort was not particularly strong as indicated in 50% of students achieving any competencies according to the faculty.

ANALYSIS OF RESULTS
1. Overall, the MPA program may not be able to meet all of its learning outcomes this year due to being understaffed, but the program has continued to make some progress.
2. Additional data is needed to assess how well the new survey reflects faculty assessment over time.
 (06/20/2017) | |
| **Analyze, synthesize, think critically, solve problems and make decisions (NASPAA Competency) -** MPA graduates are expected to be able to analyze, synthesize, think critically, solve problems and make decisions about public issues.

Outcome Status: Currently Being Assessed
Outcome Type: Student Learning Outcome
Start Date: 07/18/2013
5-Year Assessment Cycle: 2016-2017, 2017-2018, 2019-2020, 2021-2022, 2023-2024, 2024-2025 | Pre/Post test will be completed by incoming and graduating students. One section of the test includes questions that measure students' knowledge of how to analyze, synthesize, think critically, solve problems, and make decisions.
Criterion for Success: 80% of students will complete the post test with at least 80% correct answers when they graduate on the respective section of the test. Another criterion will track the improvement between pre and posttest, and that criterion will be met if where 80% of students will improve their scores between pre/posttest on the respective section of the test.
Means of Assessment Status: Active
Means of Assessment Category: Examination | **Result Status:** Criterion Not Met
Reporting Year: 2019-2020
ACTIONS TAKEN: MPA faculty teaching courses in the program's methods/analysis sequence (PADM 6101, 6102, 6161, and 6900) will dedicate increased instructional time to the ways in which statistics and research concepts/skills in those courses build upon each other every semester. This allows students regular, repeated opportunities to practice and apply (and receive feedback on) policy/program analysis skills.

CRITERION FOR SUCCESS: 80% of students will complete the post-test with at least 80% correct answers when they graduate on the respective section of the test. Another criterion will track the improvement between pre and posttest, and that criterion will be met if where 80% of students will improve their scores between pre/posttest on the respective section of the test.

RESULTS: Note: The pre-test/post-test questions were updated in Spring 2020 based on data from previous assessment cycles, the annual MPA faculty retreat in May 2019, and further faculty discussions. The updated version has 10 questions (versus seven in the previous version). | **Actions Planned:** ACTIONS PLANNED: Based on the data from these pre- and post-tests, MPA faculty will reassess their courses and syllabi in order to identify opportunities to more strongly reinforce analysis skills (especially those related to policy analysis and research methods) throughout students' time in the program. At a minimum, this will include increased instructional time focused on these skills; however, it may include changes to existing assignments or creation of new assignments in related courses (particularly, PADM 6101/6102 and PADM 6161). MPA faculty teaching courses in the program's methods/analysis sequence (PADM 6101, 6102, 6161, and 6900) will continue to dedicate increased instructional time to the |

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results	Actions Planned
		In Spring 2020, 14 of our graduating students were given the updated 10-item post-test (in pencil-and-paper format) in PADM 6900. Four test items assess the MPA program competency of the "ability to analyze, synthesize, think critically, solve problems, and make decisions about public issues." Among this group of graduating MPA students, the overall score average for these four items is 55% correct (31 of 56 total possible points earned). One student (7%) earned full credit, four students (29%) earned 75% credit, six (43%) earned 50% credit, and three (21%) earned 25% credit. Five of 14 students (36%) scored 75% or greater for this criterion. In Fall 2018, the pre-test was given to the MPA students now graduating in Spring 2020. The version of our assessment tool at that time had the same four items for assessing students' ability to analyze, synthesize, think critically, solve problems, and make decisions about public issues. We have Fall 2018 "pre-test" data for seven MPA students who graduated/completed the "post-test" in Spring 2020. Among those students, the overall pre-test average for these items was 46% correct (13 of 28 total possible points earned). One student earned 75% or greater on this pre-test section. In comparing pre-test (Fall 2018) and post-test (Spring 2020) performance for the seven students for which we have full data, three students (43%) scored numerical improvements for this assessment over time. ANALYSIS OF RESULTS: The criterion for success was not satisfied. In terms of mastery, one of 14 graduating students earned better than 80% on the Spring 2020 "post-test," well below our goal of 80% of students earning such scores. There were four additional students earning 75% on this post-test section, just below the desired mark. In terms of growth over time, three of seven students (for which we have full data) demonstrated improvement between assessments (Fall 2018 to Spring 2020), which is also below our desired goal of 80% of students with improvement with	ways in which statistics and research concepts/skills in those courses build upon each other every semester. This allows students regular, repeated opportunities to practice and apply (and receive feedback on) policy/program analysis skills. (06/23/2020)

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results	Actions Planned

this competency. Based on the results, the actions taken here did not yield student improvement as we would like. This evidence suggests our previous efforts in increasing instruction time to repeat/reinforce skills across classes did not have the dramatic effect on student performance we wanted. Moving forward, MPA faculty would like to see stronger mastery of quantitative analysis skills (statistical and policy-based) among graduating students. (06/23/2020)

Result Status: Criterion Met
Reporting Year: 2017-2018
Actions Taken:

1.   The new pretest and posttest questions was tested in the summer 2017. The first pretest was administered in the fall 2017 to the incoming cohort of students. The pretest was distributed on paper during the student orientation, and 10 incoming students have completed the test. On average, incoming students have replied correctly to about 33% of the questions (there were 7 questions on the test). There were 10-70% correct responses on the question devoted to the competency. The posttest was administered on the graduating cohort of students via Qualtrics. There were 75% correct responses on the questions for this competency (one student has missed all answers; the rest responded correctly to all questions).

Results:

2.   All faculty submitted new questions to be used in pretest and posttest that was originally intended to be deployed in the Blackboard. The higher response rate for the incoming cohort was achieved on paper during the orientation. Overall, results indicate that the criterion was not met. Due to small numbers the results should be viewed with caution.

Analysis of Results:

1.   Current data does not allow to account for the change in scores over time. The way the current data was collected from the graduating students may have resulted in a low response rate. Overall, the data indicates that the

Actions Planned: 1.The pretest/posttest approach will be repeated in the fall 2018 for the fuller picture. The efforts will be made to ensure the tests are done face-to-face for the highest collection of data possible. (06/14/2018)

criterion has not been met. However, the results are based on a small number of responses. (06/14/2018)

Related Documents:

pretest_fall2017_assess.doc

Result Status: Criterion Not Met

Reporting Year: 2016-2017

ACTIONS TAKEN

1. The student competency surveys were discontinued due to the lack of variation in responses in spring 2017. In the fall 2016, the MPA faculty has conducted a thorough analysis of the student self-assessment data, and found little to no change in their ratings of themselves between different points in the program. For example, the midpoint cohort in fall 2016 has ranked themselves 100% on all five competencies. There is no potential room for improvement from such a high point. Some incoming cohorts (e.g. fall 2015 students) also rated themselves at 5 or 6 level for all competencies; that is 100% meeting all competencies. Also, some of students' self-evaluations did not conform to the faculty evaluations. For example, the same students from fall 2015 cohort (rating themselves at 100% at entry into the program) were graduating in spring 2017, and were not rated at 100 upon graduation from the program. Since true and adequate self-assessment is very difficult to conduct it has been decided to replace the student competency survey with the pretest/posttest approach. The faculty collected the questions to be implemented in the summer 2017.

2. The new pretest and post-test questions were developed during spring 2017 to be implemented in the summer of 2017.

RESULTS

1. A comparison of the competency surveys over time revealed that because a number of students have a sufficiently high opinion of their own capabilities coming into the program, less movement in their own self-evaluations occurred than anticipated. The movement was in the predicted direction and positive, but not enough to declare the criteria to have been met. The criterion was to

Actions Planned: The pretest/post-test approach will be tested in Summer 2017 and implemented in Fall 2017. (06/20/2017)

indicate a movement of 1 rating level, but all students have moved from incoming to midpoint level in the academic year 2016-2017 moved less than 1 rating level. Some students indicated no movement (because they already highly rated themselves). None of the students recorded 1 rating level change; the highest change was 0.75, most indicated 0.24-0.25 change. The average change for all students for this competency was 0.41. The midpoint cohort in fall 2016 has ranked themselves at 100% for this competency. The incoming cohort has rated themselves at 35% for this competency.
2. All faculty submitted new questions to be used in pretest and posttest deployed in the Blackboard.

ANALYSIS OF RESULTS
1. Over time, it was established that no changes in students' performance can be assessed in this way. Even the least experienced students rank themselves highly on all competencies. Hence, the change to a different format. (06/20/2017)

MPA Professional Paper & Defense. Each student is expected to work in a group to prepare and defend a professional paper in PADM 6900, the capstone course for the program. While this paper may take different forms to some degree, a comparable set of expectations for its content and presentation have been developed and tested by the MPA faculty. These expectations reflect all of the programs defined competencies. The rubric will be shared with the students, used by the faculty to inform them of their progress as the paper is being prepared, and then will be used by the MPA committee to assess the quality of student's final product.
Criterion for Success: Papers will get 8 points or higher on respective

Result Status: Criterion Not Met
Reporting Year: 2019-2020
ACTIONS TAKEN: MPA faculty determined that student performance on PADM 6900 professional papers (i.e. capstone projects) would be strengthened by two actions. First, instructors-of-record (in consultation with students and all MPA faculty) will identify policy/management topics for projects earlier (ideally, before the semester or in the first week). In recent semesters, some 6900 projects did not begin at full speed, restricting the time dedicated to data collection and report writing during the semester. Second, rather than a single instructor-of-record approach, PADM 6900 will incorporate feedback from all MPA faculty throughout the semester on all projects. This allows the diversity of faculty expertise to be more broadly leveraged by MPA students and project weaknesses to be identified earlier in their development.

CRITERION FOR SUCCESS: Papers will earn 8 points or more (out of 10) on respective sections of the rubric (average from all sections).

Actions Planned: ACTIONS PLANNED: PADM 6900 and PADM 6101/6102 instructors will spend additional instructional time on specific elements of 6900 projects based on the most recent data, including goals/objectives, stakeholder analysis, measurement criteria, hypothesis development, and implementation analysis. Further, PADM 6900 students will be provided with illustrative examples of expected products. In addition, MPA faculty of all courses will spend more instructional time drawing explicit lines between class concepts/exercises and future practical application in PADM 6900 professional papers, where

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results	Actions Planned
	sections of the rubric (average from all sections). **Means of Assessment Status:** Active **Means of Assessment Category:** Research Paper **Related Documents:** [Revised PADM 6900 Rubric.docx](#)	RESULTS: Across five project teams in academic year 2019-2020, the average rubric rating (from five MPA faculty) for all 10 criteria/sections was 8.1 (out of 10). Three of five project teams (60%) scored at or above 8.0 for the criterion, ranging from 8.3 to 8.9. Two teams (40%) fell below the 8.0 threshold (7.4 and 7.5). In all, 9 of 15 (60%) individual students satisfied this criterion for success. ANALYSIS OF RESULTS: The overall average criterion score of 8.1 for all academic year 2019-2020 PADM 6900 projects is encouraging and evidence that both early topic identification and broader MPA faculty participation in a committee-type approach to projects is strengthening student work. Three project teams (n = 9) demonstrated performance greater than our stated goal. However, two project teams (n = 6) produced work that lagged our goal by at least a half point (on a 10-point scale). While averages across 10 sections of criteria can be limited in their descriptive power (e.g., an outlier criterion score weakening an overall score), these data suggest the program should look for opportunities to develop better the skills associated with the specific criteria that were not satisfied here (i.e., scores less than 8.0). These include development of goals and objectives; stakeholder analysis; measurement criteria identification; methods and procedures; hypotheses and alternatives; and conclusion and implementation. (06/23/2020)	relevant. (06/23/2020)
		Result Status: Criterion Met **Reporting Year:** 2017-2018 Actions Taken: 1. The program continued group projects in classes as students work in groups in work environment. Also, group work is the requirement of the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) for the accredited programs. 2. The faculty responsible for PADM 6900 guides students to consolidate their analytical, critical thinking, and problem-solving skills that they have learned throughout the program. The professional paper ultimately requires students to make decisions and provide recommendations	**Actions Planned:** Actions Planned: 1. Even though this competency is met, the faculty plans at the next meeting bring up the committee structure of the MPA professional paper to enhance the quality of the papers further. (06/14/2018)

on their selected topics. While the course is designed to assess the skills students gained in the program, the faculty designed the course for the students to amalgamate their skills. There were three teams of graduating students in PADM 6900 Professional paper (a capstone experience for the program) in the spring 2018. In the spring, projects included: "Washington, North Carolina Castle Island Development Project" (n=4), "Vidant Cancer Center: Wait Time for Outpatient Visits" (n=5), and "Vollis Simpson Whirligig Park in Historic Downtown Wilson" (n=5).

3.   Students in PADM 6165 conducted evaluability assessments of various programs in summer 2017. One of the teams (3 person) shared their evaluability assessment for Halifax Community College Preparing men for Intellectual, academic, & Educational success (P.R.I.D.E) II program with the Halifax Community College administration (Fall 2017). The administration found the report interesting. Further actions may be constrained by the availability of the funding for the full program evaluation.

Results:

1.   This year's MPA Professional Paper has seen improvements in quality which may be result of the pedagogical changes implemented as well as a function of students graduating in the spring. The competition between teams in the spring may have helped as well. The pedagogical changes included better coordination of topics between classes (e.g. PADM 6161 and PADM 6900).

2.   Overall, the MPA program has continued to make some progress.

Analysis of Results:

1.   Overall, student papers and presentations in PADM 6900 meet the criterion (as based on the averages of all items pertinent to this competency in the attached rubric).

 (06/14/2018)
Related Documents:
Revised PADM 6900 Rubric.docx

Result Status: Criterion Not Met

Actions Planned: 1. The faculty

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results	Actions Planned
		Reporting Year: 2016-2017 ACTIONS TAKEN 1. The program implemented group-projects assignments for PADM 6900 projects in fall 2014. The faculty continued with the group-projects in PADM 6900. The change was intended to address the analytical and presentation skills of the students as well as strengthen their group interaction capabilities. The faculty responsible for PADM 6900 guides students to consolidate their analytical, critical thinking, and problem solving skills that they have learned throughout the program. The professional paper ultimately requires students to make decisions and provide recommendations on their selected topics. While the course is designed to assess the skills students gained in the program, the faculty designed the course for the students to amalgamate their skills. 2. The program has moved to implementing more group projects in classes as students work in groups in work environment. Also group work is the requirement of the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) for the accredited programs. Students in PADM 6101 collected and obtained access to the unique data, including getting a copy of NC module for the Behavioral Risk Factor Surveillance System (BRFSS) survey run by the Center for Disease Control and Prevention (CDC). 3. Six graduating students in PADM 6900 Professional paper (a capstone experience for the program), wrote "An Analysis of Alternatives for Improving Mass Care in All-Hazard Incidents in Carteret County". 4. Eleven students in PADM 6150 conducted an assessment of the Lucille Gorham Intergenerational Community Center (IGCC) in west Greenville. IGCC is an East Carolina University project housed in the old Saint Gabriel's church complex on West Fifth Street. The buildings are currently owned by the City of Greenville and leased to ECU. IGCC operates four distinct programs: Community Nurturing Garden that encourages neighborhood residents to grow and consume healthy food; Youth Excelling for Success (YES)—the largest IGCC program—an after-school and summer enrichment program for 2nd – 7th graders to assist in students mastery	met at the annual retreat (May 2017) to discuss the current implementation of the PADM 6900 paper. The major difficulty the current class had was with the development of the topic. The faculty discussed various ways to improve the coordination of topics between PADM 6161 and PADM 6900. 2. Even though this competency is not met, the faculty was satisfied with the overall quality of the professional paper this year and decided to continue using a team case study/project based approach in 2017-2018. (06/20/2017)

of school lessons, completing homework, and other activities; Youth Apprenticeship Program (YAP), a program that seeks to place 16-24 year olds in apprenticeship programs where they can learn business skills or a trade; and IGCC Fit, a physical fitness program that seeks to reduce health disparities and promote health and wellness through physical activity.

RESULTS
1. The program has had a smaller cohort of 6900 students, resulting in only one team for PADM 6900. Potential lack of competition from the other teams may have led to the lower than usual quality of the final product. The team of three faculty has evaluated the PADM 6900 paper, and applied the attached rubric. The three committee members has ranked the respective sections of the paper at an average rating of 7.09. According, to the teaching faculty none of the components of the rubric associated with this competency are met. The other faculty members have identified some aspects of the paper (e.g. analysis of stakeholders) as meeting or exceeding the criterion of 8. The criterion is not met.
2. The students were particularly excited (and continue to be so) about the empirical involvement in the program evaluation in PADM6150.

ANALYSIS OF RESULTS
1. This year's MPA Professional Paper—while overall satisfactory—was not of the same high quality as the previous two years' papers (the only other years for which the group approach was utilized). There are several reasons for this: 1) the small number of students in the class (6) resulted in only one group working on the topic. The lack of competition may have led to a less-than-optimal approach to the topic. 2) In previous years, the paper topic was developed in fall semester and the students began the spring semester working on the topic. For this year, the topic was not decided until several weeks into spring semester. In addition, the topic for the paper was then changed resulting in even more delays.
2. Overall, the MPA program may not be able to meet all of

its learning outcomes this year due to being understaffed, but the program has continued to make some progress. (06/20/2017)

A Competency Evaluation by faculty members will be conducted to assess individual student competency levels after the student has completed 18 hours of coursework and immediately after graduation. Only those faculty members who have taught the students will provide the evaluations and the results will be aggregated across the faculty members to give a combined assessment rating. See "analyze, synthesize, think critically, solve problems, and make decisions" competencies on the attached faculty survey form (the average of both questions will be used).

Criterion for Success: Faculty will perceive 80% of students to have improved their competency levels by at least one rating level between the first and second evaluation on the respective sections.

Faculty will perceive 80% of students to have improved their ability to meet this competency at a level of "well" or "very well" by the second evaluation on the respective sections.

Means of Assessment Status: Active
Means of Assessment Category: Other
Related Documents:
Faculty Competency Evaluation.docx

Result Status: Criterion Not Met
Reporting Year: 2019-2020
ACTIONS TAKEN:
1. Leaving the new faculty survey as it is; collecting more data.
2. Work on the PADM 6900 professional papers to have policy topics earlier in the course.
3. Work on the PADM 6900 professional papers to incorporate involvement from a larger number of faculty.

CRITERION FOR SUCCESS: Faculty will rate 80% of students to have improved their competency levels by at least one rating level between the first and second evaluation on the respective sections. Faculty will perceive 80% of students to have improved their ability to meet this competency at a level of "well" or "very well" by the second evaluation on the respective sections.

RESULTS: During academic year 2019-2020, MPA faculty completed competency evaluations for students on three occasions: Fall 2019 midpoint assessment, Spring 2020 midpoint assessment, and Spring 2020 graduating students assessment. Faculty ratings range from 1 ("Not at all") to 5 ("Very well").

In the Fall 2019 midpoint assessment, 11 MPA students were evaluated, resulting in an overall average of 4.5 (4 = well, 5 = very well) for this criterion. Ten of 11 (91%) students earned scores at or above our goal for this competency.

In the Spring 2020 midpoint assessment, three MPA students were evaluated, resulting in an overall average of 3.6 (3 = somewhat, 4 = well, 5 = very well) for this criterion. One of three (33%) students earned a score at or above our goal for this competency. The two students with unsatisfactory ratings (each in the "somewhat" or 3.0 – 4.0 range) remain in the MPA program.

Actions Planned: ACTIONS PLANNED: The MPA program will more strongly emphasize problem-solving, critical thinking, and decision-making concepts earlier in the program curriculum (e.g., in introductory courses such as PADM 6100) and require students to more consistently apply these skills in practical work in more advanced courses (e.g., PADM 6160, 6161, and 6112). (06/23/2020)

In the Spring 2020 graduating students assessment, 10 MPA students were evaluated, resulting in an overall average of 4.6 (4 = well, 5 = very well) for this criterion. Nine of 10 (90%) students earned scores at or above our goal for this competency. The one student earning an unsatisfactory rating (but in the "somewhat" or 3.0 – 4.0 range) successfully completed the program and graduated.

Competency rating data for both "midpoint" (i.e. Fall 2019) and "graduating" (i.e. Spring 2020) is available for six MPA students. From Fall 2019 to Spring 2020, the average rating for this criterion increased from 4.5 to 4.7 for graduating students. Two of six students (33%) improved their rating for this criterion during this period. Three students earned comparable scores at both time points (all of which were at or above our stated goal for the criterion). One student's rating decreased (4.0 to 3.5) during this period (Note: Student successfully completed the MPA program and graduated).

ANALYSIS OF RESULTS: In terms of mastery, two of three assessment periods (Fall 2019 midpoint and Spring 2020 graduating students) in academic year 2019-2020 indicate overall average student/program success in achieving the program goal for this criterion. At both time points, greater than 80% of students satisfied our criterion for success (and thus achieving our stated goal). Students in the 2020 midpoint assessment (n = 3) earned an average rating (3.6) just under the goal (4.0) for this criterion. At this time point, less than 80% (33%, n = 1) satisfied our goal; however, it should be noted that only three students were assessed at Spring 2020 midpoint.

In terms of growth (i.e. change from 2019 midpoint to Spring 2020 graduation), we saw improvement in the criterion for one-third of our program's students (n = 2) for which complete data was available. It should be noted, however, that three students' ratings (50%) remained at or above our stated assessment goal at both time points, albeit not demonstrating numerical increases. One (17%)

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results	Actions Planned

graduating student's rating for this criterion did decrease in this time period (yet successfully completed the MPA program).
(06/23/2020)

Result Status: Criterion Met
Reporting Year: 2017-2018
Actions Taken:
1.	The program has moved to implementing more group projects in classes because in the public sector (either local government or non-profit), the students will have to work in groups to communicate and interact productively with the diverse workforce and citizenry. The group projects allow our students to mimic this work environment. Also, group work is the requirement of the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) for the accredited programs.
2.	The competition among teams in PADM6900 has contributed to the higher quality papers this time around.

Results:
1.	In the spring 2018, about 17% of midpoint students have met the competency at well to very well levels. In the fall 2017, about 88% of midpoint students have met this competency at this level.
2.	In the fall 2017, there was only one graduate, who according to the faculty met all competencies. In the spring 2018, there were 14 graduates, about 71% of them met this competency at well to very well level. Most of the fall 2017 midpoint students have graduated in the spring 2018, but the graduating cohort also include students who have taken longer to complete the program.

Analysis of Results:
1.	The program met this criteria in the fall 2017, but not in the spring 2018. This may be a function of various students graduating at different points in time.
2.	Overall, the MPA program may not be able to meet all learning outcomes this year due to being understaffed, but the program has continued to make some progress.
3.	Additional data is needed to assess how well the

Actions Planned: Actions Planned:
1.	Leaving the new faculty survey as it is; collecting more data.
2.	Work on the PADM 6900 professional papers to have policy topics earlier in the course.
3.	Work on the PADM6900 professional papers to incorporate involvement from a larger number of faculty.
(06/14/2018)

new survey reflects faculty assessment over time. (06/14/2018)
Related Documents:
Faculty Competency Evaluation.docx

Result Status: Criterion Not Met
Reporting Year: 2016-2017
ACTIONS TAKEN
1. The program has moved to implementing more group projects in classes as students work in groups in work environment. Also group work is the requirement of the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) for the accredited programs. Students in PADM 6101 collected and obtained access to the unique data, including getting a copy of NC module for the Behavioral Risk Factor Surveillance System (BRFSS) survey run by the Center for Disease Control and Prevention (CDC). The faculty responsible for PADM 6900 guides students to consolidate their analytical, critical thinking, and problem solving skills that they have learned throughout the program. The faculty evaluates the students based on their overall experience in all classes taken with them.
2. Eleven students in PADM 6150 conducted an assessment of the Lucille Gorham Intergenerational Community Center (IGCC) in west Greenville. IGCC is an East Carolina University project housed in the old Saint Gabriel's church complex on West Fifth Street. The buildings are currently owned by the City of Greenville and leased to ECU. IGCC operates four distinct programs: Community Nurturing Garden that encourages neighborhood residents to grow and consume healthy food; Youth Excelling for Success (YES)—the largest IGCC program—an after-school and summer enrichment program for 2nd – 7th graders to assist in students mastery of school lessons, completing homework, and other activities; Youth Apprenticeship Program (YAP), a program that seeks to place 16-24 year olds in apprenticeship programs where they can learn business skills or a trade; and IGCC Fit, a physical fitness program that seeks to reduce health disparities and promote health and wellness through physical activity.
3. The burden of survey taken has been lessened for the faculty by simplifying the survey and reducing the number

Actions Planned: 1. The faculty survey of competencies will remain as is in order to establish over-time comparison of data
2. Policy topics for PADM 6900 will be developed in Fall 2017 for the course to be offered in Spring 2018. Earlier identification of policy topics will allow for students to focus on problem solutions and implementation plans. (06/20/2017)

of questions to 11 (from about 35 different items).

RESULTS
1. A comparison of the faculty competency surveys over time revealed less movement in the evaluations occurred than anticipated. Due to the survey changes, we cannot validly compare faculty evaluations of students at midpoint and at graduation. (The change was on average 0.06).
2. In the fall 2016, about 55% of midpoint students have met the competency at well to very well levels. In the spring 2017, about 67% of midpoint students have been evaluated by the faculty as meeting this competency at well to very well level.
3. This spring, we had a not very strong graduating cohort as indicated in 50% of students achieving any competencies according to the faculty.
ANALYSIS OF RESULTS
1. Overall, the MPA program may not be able to meet all of its learning outcomes this year due to being understaffed, but the program has continued to make some progress.
2. Additional data is needed to assess how well the new survey reflects faculty assessment over time.
 (06/20/2017)

Result Status: Criterion Met
Reporting Year: 2015-2016
1. Actions Taken: PADM 6220 was offered both in fall and spring semesters with the modified readings and assignments described previously. The student ICMA chapter successfully transitioned from its founding leadership to a new cohort of leaders.
2. Results: A comparison of faculty competency surveys over time revealed less movement in the evaluations than had been anticipated. The movement was in the predicted direction and positive, but not enough to declare the criterion of one scale category improvement as being met. The movement between mid-program and final evaluations is rather small. Overall, however, 85.7% of graduating students were rated by faculty as meeting this criterion well or very well, meeting the standard of at least 80%.
3. Analysis of Results: Student participation in the ICMA chapter was very good and the chapter appears to be a

Actions Planned: In the preparation of assessment workbooks this summer, the faculty will examine the entry, midpoint, and exit surveys design and methodology to ascertain whether the inability to meet these criteria is a problem in the program or in the evaluation techniques/methods. Overall, the faculty were pleased with the quality of the professional papers this year and so decided to continue using a team case study/project based approach in 2016-17. This pedagogical change will also require a rethinking of the means of assessment for the

major factor in transitioning MPA students from their roles as graduate students to young professionals. Some seven students attended the state conference and a regional conference in Savannah, GA. The faculty and students were pleased with the outcome of the the new professional paper format. The faculty were unanimous in their assessment that this new approach allowed the students to explore the multiple dimensions of a policy analysis, display their abilities to work in teams, and to make public presentations better than our previous course design. (06/11/2016)

Related Documents:

[Midpoint Faculty Survey of Competencies.docx](#)

[Faculty Review of Graduating Students competencies.docx](#)

professional paper and a redefinition of the criteria for success, since the current definition is individual rather than group based. This will be addressed in the preparation of assessment workbooks. Additional financial and faculty support will directed toward the student ICMA chapter in the coming year and a more active external advisor will also be appointed to assist the students. (06/11/2016)

Result Status: Criterion Met
Reporting Year: 2014-2015
Actions Taken:
In order to enhance student abilities in this competency, especially the sub-dimension of "synthesize the differing perspectives on public issues" and "articulate a public perspective in written and oral communication" the following actions were taken.
1.   The proposed change in PADM 6220 was made to the course through modification of the readings and assignments.
2.   The new mentoring program that was proposed in 2014-15 was not implemented as planned because of some personnel changes. The MPA director assumed the role of interim chair and, although another faculty member, assumed a number of responsibilities time simply did not permit full implementation. The names of external supporters of the program willing to participate as mentors were collected.
3.   The new student ICMA chapter was formed and proved a successful addition to the program. In addition, funding was secured to support students participating in both state and national conferences.

Results:
1.   While the curricular modification to PADM 6220

Actions Planned: In order to enhance student abilities in this competency, especially the sub-dimension of "synthesize the differing perspectives on public issues" and "articulate a public perspective in written and oral communication" the following actions will be taken.
1.   Faculty will evaluate how to place some aspects of the material covered in these two courses in online modules that will permit more class time to be spent on issues of application and clarification. Faculty will also consult with faculty in the College of Business who teach comparable courses online for ideas. Creating such modules should permit students to reflect more fully on key conceptual elements outside of class, permitting the in-class sessions to be more oriented toward problem solving exercises.
2.   The faculty was very

was made, its impact was too small to be documented as having had an impact based on one set of students having taken the course since the changes were made. Students, however, responded well to the modification in the readings and the new assignment.

2.   A comparison of the faculty competency surveys over time revealed less movement in the evaluations occurred than anticipated. The movement was in the predicted direction and positive, but not enough to declare the criteria to have been met. On the other, this year the evaluations of both students at their mid-point and those graduating were both positive. This year, we have had the first cohort of graduating students in spring 2015 that we could measure the movement of faculty perceptions of student performance, and the comparisons indicated about 0.4-0.5 improvements between midpoint and graduating measurements.

3.   Overall, 91.7% of graduating students have been rated by faculty at well-to very well level for this competency (average of 5.46), meeting the standard of 80% of students meeting this criterion.

4.   The creation of the new student ICMA chapter lead to three MPA graduating students to participate in the ICMA internship program with all three student being offered nationally competitive internships in local government. All three were also in locations generally outside our service area.

5.   The change in the professional paper course was seen by the faculty and, in student feedback, as an overwhelming success and met the spirit of the criteria for success. It is the judgment of the faculty that this was the best set of professional papers we have seen. The papers were well written and presented. The groups interacted well with one another (for the most part). The students also reported that the activity was more difficult than anticipated, but a better project because of dealing with a real problem that would affect the future of the MPA program.

Analysis of Results:
1.   The participation in the student ICMA Chapter

pleased with the quality of the professional papers this year and decided to continue using a team case study/project based approach in 2015-2016. This pedagogical change will necessitate a rethinking of the means of assessment for the professional paper and a redefinition of the criteria for success as the current definition is individual based.

3.   Additional financial and faculty support will be directed toward the student ICMA chapter in the coming year. A more active external adviser will also be appointed to assist the students. (06/17/2015)

was extremely successful. More than any other single change in the program, this one aided students in developing more confidence in their ability to compete with graduates from other programs. The success of this year's class was clearly observed by next year's class.

2.　　　The faculty and students were pleased with the outcome of the changes made to the professional paper. The faculty were unanimous in their assessment that this new approach allowed the students to explore the multiple dimensions of a policy analysis, display their abilities to work in teams, and to make public presentations better than our previous course design. The student survey results were also positive, although the relatively small numbers of student prevented the actual criteria for success to be met statistically. In the judgment of the faculty, however, the criteria were met.

(06/17/2015)

Lead and manage in public governance (NASPAA competency) - Upon graduation MPA students will be able to lead and manage in public governance. **Outcome Status:** Currently Being Assessed **Outcome Type:** Student Learning Outcome **Start Date:** 07/18/2013 **5-Year Assessment Cycle:** 2018-2019, 2019-2020, 2020-2021, 2023-2024, 2024-2025	Pre/Post test will be completed by incoming and graduating students. One section of the test includes questions that measure students' knowledge of how to lead and manage in public governance. **Criterion for Success:** 80% of students will complete the post test with at least 80% correct answers when they graduate on the respective section of the test. Another criterion will track the improvement between pre and posttest, and that criterion will be met if where 80% of students will improve their scores between pre/posttest on the respective section of the test. **Means of Assessment Status:** Active **Means of Assessment Category:** Examination	**Result Status:** Criterion Met **Reporting Year:** 2020-2021 ACTIONS TAKEN: MPA faculty dedicated increased instructional time to unique challenges of public service leaders. For example, PADM6240 included the business plan for a nonprofit organization that students developed. This assignment required pairs of students to work together to develop a nonprofit business plan that demonstrated the need for, the probable sustainability of, and a business case for a new nonprofit organization in a local jurisdiction. Students must contact nonprofit practitioners in the course of data collection. The project's final report must include a corporation description, a market and needs analysis, an operations plan (including logic models of all programs and services), a plan for structure and governance (including boards of directors), a marketing strategy, and a capitalization and finance plan (including initial 3-year budget). Students make the business case for their proposed nonprofit in a public presentation. Note: The pre-test/post-test questions were updated in Spring 2020 based on data from previous assessment cycles, the annual MPA faculty retreats, and further faculty discussions. The updated version has 10 questions (versus	**Actions Planned:** ACTIONS PLANNED: More test data is needed to make conclusive recommendations based on this means of assessment. Combined means of assessment indicate increased instructional time on leadership challenges and teamwork may improve this competency. The program will continue to emphasize this competency with the specific focus on diversity. (05/21/2021)

seven in the previous version).

CRITERION FOR SUCCESS: 80% of students will complete the post-test with at least 80% correct answers when they graduate on the respective section of the test. Another criterion will track the improvement between pre and posttest, and that criterion will be met if where 80% of students will improve their scores between pre/posttest on the respective section of the test.

RESULTS: In Academic Year 2020-2021, 5 graduating students fulfilled the assessment. There are three questions assessing this competency; all questions were added in spring 2020 revisions of the pretest-posttest. Since none of the questions assessed this competency earlier, we cannot measure changes currently. There are three questions on the new pretest/posttest instrument assessing this competency: 100% of students answered correctly 2 out of 3 questions. Only 2 students responded correctly to the third question (40%). The average of all three questions is 80%.

ANALYSIS OF RESULTS: Given changes in the test instrument, we cannot measure the changes between pretest and posttest; these questions are new to the test. The data tentatively supports that this competency is met. All students correctly answered the following two questions "Which of the following characteristics or traits is most often linked to great leaders?" and "What did Simon call the idea that, in decision-making, rationality is limited by incomplete information, cognitive limits, and time constraints?", but 60% answered incorrectly the following question: "_____ refers to leadership qualities generally being seen as incompatible with stereotypical attributes of women." The program will continue to emphasize the competency of leading and managing in the public governance, with the specific focus on diversity. (05/21/2021)

Result Status: Criterion Not Met
Reporting Year: 2019-2020
ACTIONS TAKEN: Note: The pre-test/post-test questions

Actions Planned: ACTIONS PLANNED: MPA faculty will continue to emphasize the unique

were updated in Spring 2020 based on data from previous assessment cycles, the annual MPA faculty retreat in May 2019, and further faculty discussions. The updated version has 10 questions (versus seven in the previous version).

MPA faculty incorporated more group projects into courses to facilitate more opportunities for leadership among students.

CRITERION FOR SUCCESS: 80% of students will complete the post-test with at least 80% correct answers when they graduate on the respective section of the test. Another criterion will track the improvement between pre- and post-test, and that criterion will be met if where 80% of students will improve their scores between pre-/post-test on the respective section of the test.

RESULTS: In Spring 2020, 14 of our graduating students were given the updated 10-item post-test (in pencil-and-paper format) in PADM 6900. Three test items assess the MPA program competency to "lead and manage in public governance." Among this group of graduating MPA students, the overall score average for these four items is 76% correct (32 of 42 total possible points earned). Five (5/14 = 36%) students earned full (100%) credit, eight (8/14 = 57%) earned 2/3 (or 66%) credit, and one (1/14 = 7%) earned 1/3 (or 33%) credit.

In Fall 2018, the pre-test was given to the MPA students now graduating in Spring 2020. The version of our assessment tool at that time did not include the three items that now assess this competency (i.e. "to lead and manage in public governance"). Thus, assessing growth over time is not possible with these data.

ANALYSIS OF RESULTS: The criterion for success was not satisfied. In terms of mastery, five of 14 (36%) graduating students earned better than 80% on the Spring 2020 "post-test," a number below our goal of 80% of students earning such scores. There were eight additional students correctly answering two of three questions on this post-test section.

challenges of and managerial skills required for a professional life in public service in all courses. In particular, instructors of PADM 6110 (HRM) and PADM 6120 (Budgeting/Finance) will dedicate increased instructional time to highlighting leadership challenges in financial and human resource management. MPA faculty will continue to incorporate team projects, where appropriate, to give students opportunities to exercise leadership competencies. (06/23/2020)

In terms of growth over time, full assessment data were not available for measurement. Based on these data, previous efforts to improve leadership skills/knowledge via additional group projects did not yield desired improvement. Moving forward, MPA faculty would like to see students practice/apply/connect leadership concepts and skills in courses outside of PADM 6220 (Leadership in the Public Sector) - specifically, PADM 6110 (HRM) and PADM 6120 (Budgeting/Finance) - to develop more broad understandings of this core program competency. (06/23/2020)

Result Status: Criterion Not Met
Reporting Year: 2018-2019
Actions Taken: Student Posttest
1.   The program has implemented the pretest-posttest approach in the fall 2017. The program used the paper-based posttest for the incoming students: all (or most) incoming students are gathered for their orientation, and the response rate for the test is improved via this method. The graduating students are asked to respond to the posttest online via Qualtrics. The MPA program decided not to use Blackboard (originally planned implementation method) due to students taking different courses in their graduating semester. The implemented version of the posttest did not include any questions related to this competency as faculty could not settle on the most appropriate questions to measure leading and managing in the public governance.

Results: Student Posttest
1.   This competency was not included in the implemented test.

Analysis of Results: Student Posttest
1.   Due to the faculty turnover and shortage, the program could not develop questions related to this competency. With the hiring of Dr. Mosier, who teaches Leadership classes, the program plans to create a 2nd version of the test including questions related to this competency.   (06/12/2019)

Actions Planned: Actions Planned: Student Posttest
1.   During summer 2019, the faculty will develop an updated test, including questions related to this competency. The tests will be implemented concurrently to phase out the old test. This will provide for some variability in questions to avoid the potential of question structure influencing the results. (06/12/2019)

MPA Professional Paper & Defense.   **Result Status:** Criterion Met

Actions Planned: ACTIONS

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results	Actions Planned
	Each student is expected to work in a group to prepare and defend a professional paper in PADM 6900, the capstone course for the program. While this paper may take different forms to some degree, a comparable set of expectations for its content and presentation have been developed and tested by the MPA faculty. These expectations reflect all of the programs defined competencies. The rubric will be shared with the students, used by the faculty to inform them of their progress as the paper is being prepared, and then will be used by the MPA committee to assess the quality of student's final product. **Criterion for Success:** Papers will get 8 points or higher on the relevant section of the rubric. **Means of Assessment Status:** Active **Means of Assessment Category:** Research Paper **Related Documents:** Revised PADM 6900 Rubric.docx	**Reporting Year:** 2020-2021 ACTIONS TAKEN: MPA faculty dedicated increased instructional time to unique challenges of public service leaders. For example, PADM6240 included the business plan for a nonprofit organization that students developed. This assignment required pairs of students to work together to develop a nonprofit business plan that demonstrated the need for, the probable sustainability of, and a business case for a new nonprofit organization in a local jurisdiction. Students must contact nonprofit practitioners in the course of data collection. The project's final report must include a corporation description, a market and needs analysis, an operations plan (including logic models of all programs and services), a plan for structure and governance (including boards of directors), a marketing strategy, and a capitalization and finance plan (including initial 3-year budget). Students make the business case for their proposed nonprofit in a public presentation. Another example includes fall 2020 PADM 6161 where students worked in groups to resolve a public policy problem; they used automobile accident data from the Greenville Police Department to identify primary causes for accidents in the city and develop solutions to the problem. As part of the assignment, students were expected to work with their team members (varying in age, race, gender, and professional experience) to write a policy brief paper and orally present their findings. CRITERION FOR SUCCESS: Papers will earn 8 points or more (out of 10) on respective sections of the rubric (#1, "problem statement and feasibility assessment"). RESULTS: There was only one team of three students defending their capstone experience in spring 2021, and one student in the fall 2020 (the majority of fall 2020 graduates completed their capstone experience in spring 2020). There are two rubric items on PADM6900 related to this competency: one related to conclusions and implementation and one to teamwork. The latter in the current DE environment can only be judged by the faculty directly responsible for PADM6900. For the conclusion and implementation part of the rubric, students' scores	PLANNED: Based on the assessment and reaccreditation self-study data, the MPA committee plans to meet (May 2021) and revamp (summer 2021) PADM6900 to showcase the skills that students will need later in their careers and competencies students gained in the MPA program. Combined means of assessment indicate increased instructional time on leadership challenges and teamwork may improve this competency. The program will continue to emphasize this competency with the specific focus on diversity. (05/21/2021)

averaged 7.33 and did not meet the criterion for success. For the leadership in team work section of the rubric, the criterion for success was met, with scores averaging 9.5. For the two rubric sections combined, the average was an 8.42, which meets the criterion for success.

ANALYSIS OF RESULTS:
While the results should be viewed with caution, but they tentatively indicate that the goal on this competency was met. (05/21/2021)

Result Status: Criterion Not Met
Reporting Year: 2019-2020
ACTIONS TAKEN: MPA faculty determined that student performance on PADM 6900 professional papers (i.e. capstone projects) was lagging program expectations in the elements of implementation analysis. In public administration, the implementation phase of policy or program development centers largely around management and leadership competencies. Thus, PADM 6900 instructors will dedicate increased instructional time to the professional paper subsections for policy/program implementation.

CRITERION FOR SUCCESS: Papers will earn 8 points or more (out of 10) on respective sections of the rubric (average of #5, "conclusion and implementation," and #8, "answering audience questions").

RESULTS: Across five project teams in academic year 2019-2020, the average rubric rating (from five MPA faculty) for the criteria #5 ("conclusion and implementation") and #8 ("answering audience questions") was 8.2 (out of 10). Three of five project teams (60%) scored at or above 8.0 for the criterion, ranging from 8.6 to 8.8. Two teams fell below the 8.0 average threshold (7.1 and 7.6). In all, 9 of 15 (60%) individual students satisfied this criterion for success.

ANALYSIS OF RESULTS: The overall average criterion score of 8.2 for all academic year 2019-2020 PADM 6900 projects is encouraging. This is evidence that our increased instructional time in PADM 6900 on implementation

Actions Planned: ACTIONS PLANNED: MPA students in PADM 6900 must submit drafts and final papers that are color-coded to indicate students' contributions to the capstone project and to create a sense of urgency and accountability to their partners (a core leadership element). PADM 6900 instructors will dedicate increased instructional time to policy/program implementation in capstone project development. MPA faculty will continue to incorporate student presentations in courses to maintain and improve upon our current success with public speaking skills among program graduates. (06/23/2020)

sections is helping improve student performance on the capstone project. Three project teams (n = 9 students) earned scores well above our stated performance goal. However, two teams (n = 6) failed to reach the desired level of performance for this criteria section, with one team scoring nearly a full point (.90) below our goal. If we consider the rubric section's two criteria independently, we see that all five project teams earned scores well above our stated goal for criterion #8 ("answering audience questions"). This suggests that our program's graduates are comfortable with and capable of speaking in public and defending their work. However, in isolation, scores for criterion #8 ("conclusion and implementation") show that two project teams (n = 6 students) demonstrated weaker than desired related performance, with scores at least 1.4 points below our goal (6.3 and 6.6 on 10-point scale). Thus, PADM 6900 instructors should continue to dedicate increased instructional time to implementation subsections. Moving forward, MPA faculty believe other means exist for students to demonstrate this competency in PADM 6900 projects. These capstone projects are the greatest opportunities for MPA students to demonstrate leadership and management competencies in a group effort during their completion of the program. As such, it is imperative that every student demonstrate responsibility and accountability to their respective groups and to show their abilities to lead goal-directed work. (06/23/2020)

Result Status: Criterion Met
Reporting Year: 2018-2019
Actions Taken: Professional Paper
1.   The program implemented a more collaborative approach to PADM6900 papers in the fall of 2018. The professors not currently teaching the course visited and interacted with the students on some key analytical techniques in the course both in the fall and spring. This ensures that students understand the requirements for the Professional Paper from various perspectives.
2.   The students both in the fall and spring semesters selected their topics in a timely fashion. The program approach of emphasizing the importance of PADM6900 topics throughout various courses may have an effect. At

Actions Planned: Actions Planned: Professional Paper
1.   The faculty will continue requesting color-coded drafts of the professional paper where each student highlights all text/figures/charts that they themselves created/wrote. This could be helpful for increasing student effort toward writing quality and output.
2.   The program will provide additional elective courses and guidance to students

| | | the same time, it may be a function of one team (n=5) working together in the spring, and a cohesive cohort group graduating in the fall semester (n=12).
3.   The group projects defended in the fall and spring of academic year 2018-2019 are discussed in detail under the competency "Participate in and Contribute to the Public Policy Process".

Results: Professional Paper
1.   Overall, 89% of all students who took PADM6900 in the academic year 2018-2019 met this competency. Among 13 students in the fall 2018 PADM6900 class 100% met this competency, but only 67% of students (n=6) in the spring 2019 met this competency. That is, the students received an average score of 8 or higher on the relevant section of the PADM6900 rubric related to the presentation and public defense of the final project and evaluated by all the faculty in the program. At the same time, there was one student in the spring 2019, who failed the course, a very rare occurrence in the history of the program. The student will have to retake the course in the fall 2019. If we exclude this student from the spring 2019 cohort results, then 80% of students who defended their PADM6900 projects in the spring meet this requirement. The average for spring cohort equals 7.28 for all students, and 8.23 for the cohort excluding the student who failed because that student's scores are very low (1-2 on average for each competency). There are two components on the rubric related to this competency. While both cohorts done well on both components, only 85% of fall cohort and 80% of the spring cohort (excluding the student who failed the course) met the criteria on the component related to conclusions and implementation of results.

Analysis of Results: Professional Paper
1.   Since the collaborative faculty approach has been implemented, the program meets more of its criteria, so this approach seems to work.
2.   While this competency is met, the professional paper course this time around had a unique situation where one student failed the course based on both instructor's | with regard to their writing. For example, this summer Grant Writing course is introduced.
3.   All faculty teaching PADM6900 will place special emphasis on the conclusions and implementation part of the PADM6900.
(06/12/2019) |

and peers' evaluations. The student will have to write an individual professional paper in the fall 2019. Also, it looks like both cohorts had slightly lower scores on the component related to conclusion and implementation of the results.

3.   The data also indicates a cohort effect: the fall 2018 PADM6900 teams met all the competencies evaluated this assessment cycle, while the spring 2019 PADM6900 teams did not meet one competency (related to written communication and discussed further in this report). (06/12/2019)

A Competency Evaluation by faculty members will be conducted to assess individual student competency levels after the student has completed 18 hours of coursework and immediately after graduation. Only those faculty members who have taught the students will provide the evaluations and the results will be aggregated across the faculty members to give a combined assessment rating. See "lead and manage" competencies on the attached faculty survey form (the average of both questions will be used).

Criterion for Success: Faculty will perceive 80% of students to have improved their competency levels by at least one rating level between the first and second evaluation on the respective sections.
Faculty will perceive 80% of students to have improved their ability to meet this competency at a level of "well" or "very well" by the second evaluation on the respective sections.

Schedule: August 2013 and ongoing

Result Status: Criterion Met
Reporting Year: 2020-2021
ACTIONS TAKEN: MPA faculty emphasized the unique challenges of and managerial skills required for a professional life in public service in all courses. Also, MPA faculty incorporated team projects, where appropriate, to give students opportunities to exercise leadership competencies. For example, in PADM 6161 fall 2020 students worked in groups varying in age, race, gender, and professional experience and were expected to write a policy brief paper and orally present their findings as a team. In PADM6160, students provided peer-assessments via special platform CATME to their team-mates. The CATME platform allows early detection of team conflict and provides special online training in peer-assessments.
CRITERION FOR SUCCESS: Faculty will rate 80% of students to have improved their competency levels by at least one rating level between the first and second evaluation on the respective sections. Faculty will rate 80% of students to have improved their ability to meet this competency at a level of "well" or "very well" by the second evaluation on the respective sections.

RESULTS: During academic year 2020-2021, MPA faculty completed competency evaluations for students on four occasions: Fall 2020 midpoint students (n=15) assessment, Fall 2020 graduating students (n=6) assessment, Spring 2021 midpoint students (n=16) assessment, and Spring 2021 graduating students (n=2) assessment. Faculty ratings range from 1 ("Not at all") to 5 ("Very well").

Actions Planned: ACTIONS PLANNED: MPA faculty will continue to emphasize the unique challenges of leadership in various courses; the program will continue to utilize team projects wherever it is appropriate and possible. (05/21/2021)

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results	Actions Planned

Means of Assessment Status: Active
Means of Assessment Category: Other
Related Documents:
Faculty Competency Evaluation.docx

In the Fall 2020 midpoint assessment, all but 1 MPA students were evaluated at the well or very well level for this competency (93% of students or 14 out of 15 students). In the Spring 2021 midpoint assessment, 87.5% (14 out of 16 students) ranked at well to very well level for this competency.
In the Fall 2020 graduates' assessment, 100% of students ranked at well to very well level for this competency.
In the Spring 2021 graduates' assessment, 100% of students scored at or above our goal for this competency.
We have data for eight students to calculate the differences between "midpoint" (i.e. Spring 2020) and "graduating" (i.e. Spring 2021) data points. There are three different items on the faculty survey for this competency. The average change of 0.2 is in the desired direction (showing "improvement"), but does not reach our stated goal.

ANALYSIS OF RESULTS: In terms of mastery, both Fall and Spring of a rather challenging year indicated that students, in faculty's opinion, were at or above our goal level of 80% of students satisfying our criterion for success (and thus tentatively achieving our stated goal).
The midpoint results also indicate that two different students struggle with this competency. It appears that increased instructional time on leadership challenges have improved student learning outcomes.
(05/21/2021)

Result Status: Criterion Met
Reporting Year: 2019-2020
ACTIONS TAKEN:
1. The program will reinforce the emphasis on the group projects to facilitate the leadership skills. The implementation of PADM 6900 projects will also emphasize the importance of financial management skills.
2. The program will provide additional elective courses and guidance to students with regard to their writing. For example, the program incorporated new elective courses offered in the summer such as Seminar in Public Administration: Grant Writing. There are currently 7 students signed up for the course. The course is being

Actions Planned: ACTIONS PLANNED: MPA faculty will continue to emphasize the unique challenges of and managerial skills required for a professional life in public service in all courses. The program will pay special attention to highlighting leadership challenges, as well as concrete connections to financial and human resource management, in course materials, discussions, projects, and events.

| | | offered over the 11-week summer session.
3. The program considers the goal of moving one rating level between midpoint and graduation assessment points unrealistic due to only 5-point scale used. At the same time, the overall improvements can be documented through this approach, but may be affected by the cohort of students graduating. The program needs more data on such rating movements over time.

CRITERION FOR SUCCESS: Faculty will perceive 80% of students to have improved their competency levels by at least one rating level between the first and second evaluation on the respective sections. Faculty will perceive 80% of students to have improved their ability to meet this competency at a level of "well" or "very well" by the second evaluation on the respective sections.

RESULTS: During academic year 2019-2020, MPA faculty completed competency evaluations for students on three occasions: Fall 2019 midpoint assessment, Spring 2020 midpoint assessment, and Spring 2020 graduating students assessment. Faculty ratings range from 1 ("Not at all") to 5 ("Very well").

In the Fall 2019 midpoint assessment, 11 MPA students were evaluated, resulting in an overall average of 4.6 (4 = well, 5 = very well) for this criterion. Nine of 11 (82%) students earned scores at or above our goal for this competency. One of the two students earning an unsatisfactory rating (i.e. below 4.0) is no longer in the MPA program, while the other successfully completed the program and graduated.

In the Spring 2020 midpoint assessment, three MPA students were evaluated, resulting in an overall average of 4.2 (4 = well, 5 = very well) for this criterion. All three (100%) students earned a score at or above our goal for this competency.

In the Spring 2020 graduating students assessment, 10 MPA students were evaluated, resulting in an overall average of | (06/23/2020) |

4.5 (4 = well, 5 = very well) for this criterion. Nine of 10 (90%) students earned scores at or above our goal for this competency. The one student earning an unsatisfactory rating (but in the "somewhat" or 3.0 – 4.0 range) successfully completed the program and graduated.

Competency rating data for both "midpoint" (i.e. Fall 2019) and "graduating" (i.e. Spring 2020) is available for six MPA students. From Fall 2019 to Spring 2020, the average rating for this criterion held at 4.5 for graduating students. Two of six students (33%) improved their rating for this criterion during this period. Two students (33%) earned comparable scores at both time points (all of which were at or above our stated goal for the criterion). Two students' ratings decreased (no more than .50) during this period (5.0 to 4.5 and 3.8 to 3.0) (Note: Both students successfully completed the MPA program and graduated).

ANALYSIS OF RESULTS: In terms of mastery, the data are very encouraging. All three assessment periods (Fall 2019 midpoint, Spring 2020 midpoint, and Spring 2020 graduating students) in academic year 2019-2020 indicate overall average student/program success in achieving the assessment goal for this competency. At all our time points, greater than 80% of students satisfied our criterion for success.

In terms of growth (i.e. change from Fall 2019 midpoint to Spring 2020 graduation), we saw improvement in the criterion for two graduating students (of six for whom we have full data). It should be noted, however, that two students' ratings remained at or above our stated goal at both time points, albeit not demonstrating numerical increases. Disappointingly, two graduating students' rating for this criterion did decrease in this time period. (06/23/2020)

Result Status: Criterion Met
Reporting Year: 2018-2019
Actions Taken: Faculty Competency Survey
1.   The program has moved to implementing more group projects in classes because in the public sector (either

Actions Planned: Actions Planned: Faculty Competency Survey
1.   The program will reinforce the emphasis on the group projects to facilitate the

local government or non-profit), the students will have to work in groups and they need to learn the skills to volunteer to lead certain components of group work as well as provide honest and timely feedback to their peers. The group projects allow our students to mimic this work environment. Also, group work is the requirement of the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) for the accredited programs.

2.   The program discussed at last year's retreat offering summer courses only over 11-week summer session, since shorter sessions do not allow adequate coverage of graduate course material. All summer courses offered by the program now are offered over the 11-week summer period.

Results: Faculty Competency Survey

1.   Overall 85% of all students graduating in academic year 2018-2019 were evaluated by faculty being at the levels of well and very well for the competency of leading and managing in the public governance.

2.   The faculty assessment survey contains three questions related specifically to this competency: about 89% of all students meet this competency on question related to leadership, about 72% of all students meet this competency at well to very well level on question related to financial information, and about 94% of students meet this competency on question related to management. There are cohort differences present as with the other data. About 92% of fall 2018 students achieve the score of meeting this competency at well to very well level on all question (100% on the leadership question, 75% on the managing financial information question, and 100% on the management question). Only about 72% of spring 2019 students achieve the score of meeting this competency at well to very well level on all question (67% on the leadership question, 67% on the financial information management question, and 83% on management question). As with the other data points, it is worthwhile to look at the spring 2019 cohort excluding the student who failed PADM6900. Them, about 89% of spring 2019 students, excluding the student who failed PADM6900, achieve the score of well to very well

leadership skills. The implementation of PADM6900 projects will also emphasize the importance of financial management skills.

2.   The program will provide additional elective courses and guidance to students with regard to their writing. For example, the program incorporated new elective courses offered in the summer such as Seminar in Public Administration: Grant Writing. There are currently 7 students signed up for the course. The course is being offered over the 11-week summer session.

3.   The program considers the goal of moving one rating level between midpoint and graduation assessment points unrealistic due to only 5-point scale used. At the same time, the overall improvements can be documented through this approach, but may be affected by the cohort of students graduating. The program needs more data on such rating movements over time. (06/12/2019)

level on this competency for all question (80% on the leadership question, 80% on the managing financial information question, and 100% on the management question). If we look at all graduates, excluding one student, about 90% of all graduates achieve this competency on all questions (94% on the leadership question, 76% on the managing financial information question, and 100% on the management question).

3.   There was a cohort of 6 students for whom the changes in faculty assessment between the midpoint and graduation were calculated. When we exclude one student who failed PADM6900 in the spring 2019, 40% of students show improvements between the midpoint and graduation assessments, but none of students show 1-point scale improvement.

Analysis of Results: Faculty Competency Survey
1.   While the overall competency is met according to the faculty survey, there is one specific component of this competency – managing financial information that is not being met by 80% of students.
2.   The overall changes in faculty ratings of students indicate improvements, but not one-rating changes.
3.   The overall small changes between the midpoint and graduating cohorts in the leadership scores could be potentially due to students, especially among the assessed group of 6, coming mid-career for additional educational training. The students are already coming in with strong leadership and management backgrounds, which makes it easier to meet this competency overall, but makes it nearly impossible to track specific changes. This is a regression to the mean effect since students already have high skills, and it is difficult to separate the improvements due specifically to the program.

(06/12/2019)

Result Status: Criterion Not Met
Reporting Year: 2015-2016
1. Actions Taken: PADM 6220 was offered with its new curricular elements twice in the 2015-16 academic year clearing the queue of students waiting to enroll in this class.

Actions Planned: 4. Actions Planned: The changeover in instructor for PADM 6220 allows for new ideas and new approaches to be introduced in

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results	Actions Planned
		The class has been popular with MPA, MSSS and students from other programs. A new tenure-track faculty member was recruited to replace Dr. Thompson as the instructor for this course. The student ICMA chapter successfully transitioned from its founding leadership to successors. Funding was secured to allow seven members to attend the state conference and a regional conference in Savannah GA. The change in PADM 6900 (MPA Professional Paper) that was instituted in fall 2014 was continued in fall 2015 and was deemed successful in student, faculty, and practitioner feedback. The final projects were well-received (practitioners complimented them as creative) and the groups of students worked well together. Students reported various of their colleagues taking leadership roles in the groups as sub-topics changed. 2. Results: A comparison of the competency surveys over time revealed that because a number of students have a sufficiently high opinion of their own capabilities coming into the program, less movement in their own self-evaluations occurred than anticipated. The movement was in the predicted direction and positive, but not enough to declare the criteria to have been met. The criterion was to indicate a movement of 1 rating level, but a lot of students have moved less than 0.5 of a level (e.g. from 5.5 to 6 rating). Approximately 80% of graduates rate themselves at the well or very well level on meeting this criterion, meeting our goal of 80% for this competency. The faculty, however, rated this cohort at less than 80%, (71.4%) thus not meeting the criterion. Three graduating MPA students became finalists in the ICMA internship program and another in an analogous program for the City of Raleigh. 3. Analysis of Results: Student participation in the ICMA chapter was very good, with a high level of enthusiasm and professionalism. Last year's successes with this chapter stimulated the current leadership and resulted in a good year for them. The group-based approach to the MPA Professional Paper was assessed as successful by the faculty and it was decided to continue the approach into the next academic year with a new instructor and much smaller group of students (as a result of a small entering class in fall of 2015). (06/12/2016)	that class. The class will be offered in Spring 2017. The changeover in instruction in PADM 6900 will allow a test of whether the success over the past two years are the result of gifted instruction (the same professor--who has now left ECU--taught the class both times) or the group-based model being utilized in the class. The faculty will--in conjunction with the instructor for the class--develop a new project on which the students will work in spring 2017. Additional funding will be sought to allow student ICMA chapter members to attend both the NCCCMA conference in Durham in February and the regional ICMA conference in 2017. (06/12/2016)

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results	Actions Planned

Related Documents:

[Midpoint Faculty Survey of Competencies.docx](#)

[Faculty Review of Graduating Students competencies.docx](#)

Result Status: Criterion Met

Reporting Year: 2014-2015

Actions Taken:

In order to enhance student abilities in this competency, especially the sub-dimension of "accomplish tasks in a timely manner" and "facilitate the development of a group" the following actions were taken.

1.   The proposed change in PADM 6220 was made to the course through modification of the readings and assignments.

2.   The new mentoring program that was proposed in 2014-15 was not implemented as planned because of some personnel changes. The MPA director assumed the role of interim chair and, although another faculty member, assumed a number of responsibilities time simply did not permit full implementation. The names of external supporters of the program willing to participate as mentors were collected.

3.   The new student ICMA chapter was formed and proved a successful addition to the program. In addition, funding was secured to support students participating in both state and national conferences.

Results:

1.   While the curricular modification to PADM 6220 was made, its impact was too small to be documented as having had an impact based on one set of students having taken the course since the changes were made.

2.   A comparison of the faculty competency surveys over time revealed less movement in the evaluations occurred than anticipated. The movement was in the predicted direction and positive, but not enough to declare the criteria to have been met. On the other, this year the evaluations of both students at their mid-point and those graduating were both positive. This year, we have had the first cohort of graduating students in spring 2015 that we could measure the movement of faculty perceptions of student performance, and the comparisons indicated about 0.4-0.5 improvements between midpoint and graduating

Actions Planned: In order to enhance student abilities in this competency, especially the sub-dimension of "accomplish tasks in a timely manner" and facilitate the development of a group" the following actions will be taken.

1.   Faculty will evaluate how to place some aspects of the material covered in these two courses in online modules that will permit more class time to be spent on issues of application and clarification. Faculty will also consult with faculty in the College of Business who teach comparable courses online for ideas. Creating such modules should permit students to reflect more fully on key conceptual elements outside of class, permitting the in-class sessions to be more oriented toward problem solving exercises.

2.   The faculty was very pleased with the quality of the professional papers this year and decided to continue using a team case study/project based approach in 2015-2016. This pedagogical change will necessitate a rethinking of the means of assessment for the professional paper and a redefinition of the criteria for success as the current definition is individual based.

3.   Additional financial and

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results	Actions Planned
		measurements. 3. Overall, 83% of graduating students have been rated by faculty at well-to very well level for this competency (average of 5.53), meeting the standard of 80% of students. However, this is the lowest number of students meeting this competency among our graduates. Due to the graduates being evaluated highly by the faculty on all other dimensions, this may be a cohort-effect. 4. The creation of the new student ICMA chapter lead to three MPA graduating students to participate in the ICMA internship program with all three student being offered nationally competitive internships in local government. All three were also in locations generally outside our service area. 5. The change in the professional paper course was seen by the faculty and, in student feedback, as an overwhelming success and met the spirit of the criteria for success. It is the judgment of the faculty that this was the best set of professional papers we have seen. The papers were well written and presented. The groups interacted well with one another (for the most part). The students also reported that the activity was more difficult than anticipated, but a better project because of dealing with a real problem that would affect the future of the MPA program. Analysis of Results: 1. The participation in the student ICMA Chapter was extremely successful. More than any other single change in the program, this one aided students in developing more confidence in their ability to compete with graduates from other programs. The success of this year's class was clearly observed by next year's class. 2. The faculty and students were pleased with the outcome of the changes made to the professional paper. The faculty were unanimous in their assessment that this new approach allowed the students to explore the multiple dimensions of a policy analysis, display their abilities to work in teams, and to make public presentations better than our previous course design. The student survey results were also positive, although the relatively small numbers of student prevented the actual criteria for success to be met	faculty support will be directed toward the student ICMA chapter in the coming year. A more active external adviser will also be appointed to assist the students. (06/17/2015)

statistically. In the judgment of the faculty, however, the criteria were met.
(06/17/2015)

Communicate and interact productively with a diverse and changing workforce and citizenry (NASPAA competency) - Upon graduation, MPA students will be able to communicate and interact productively with a diverse and changing workforce and citizenry.

Outcome Status: Currently Being Assessed
Outcome Type: Student Learning Outcome
Start Date: 07/18/2013
5-Year Assessment Cycle: 2017-2018, 2018-2019, 2020-2021, 2021-2022, 2022-2023

Pre/Post test will be completed by incoming and graduating students. One section of the test includes questions that measure students' knowledge of how to communicate and interact productively with a diverse and changing workforce and citizenry.
Criterion for Success: 80% of students will complete the post test with at least 80% correct answers when they graduate on the respective section of the test. Another criterion will track the improvement between pre and posttest, and that criterion will be met if where 80% of students will improve their scores between pre/posttest on the respective section of the test.
Means of Assessment Status: Active
Means of Assessment Category: Examination

Result Status: Criterion Met
Reporting Year: 2020-2021
ACTIONS TAKEN: MPA faculty dedicated increased instructional time to highlighting the importance of communicating with diverse workforce and citizenry. For example, PADM6240 included the business plan for a nonprofit organization that students developed. This assignment required pairs of students to work together to develop a nonprofit business plan that demonstrated the need for, the probable sustainability of, and a business case for a new nonprofit organization in a local jurisdiction. Students must contact nonprofit practitioners in the course of data collection. The project's final report must include a corporation description, a market and needs analysis, an operations plan (including logic models of all programs and services), a plan for structure and governance (including boards of directors), a marketing strategy, and a capitalization and finance plan (including initial 3-year budget). Students make the business case for their proposed nonprofit in a public presentation.
Note: The pre-test/post-test questions were updated in Spring 2020 based on data from previous assessment cycles, the annual MPA faculty retreats, and further faculty discussions. The updated version has 10 questions (versus seven in the previous version).

CRITERION FOR SUCCESS: 80% of students will complete the post-test with at least 80% correct answers when they graduate on the respective section of the test. Another criterion will track the improvement between pre and posttest, and that criterion will be met if where 80% of students will improve their scores between pre/posttest on the respective section of the test.

RESULTS: In Academic Year 2020-2021, 5 graduating students fulfilled the assessment. There is one question assessing this competency which has 5 parts; 4 students

Actions Planned: ACTIONS PLANNED: More test data is needed to make conclusive recommendations based on this means of assessment. The faculty will revise the test instrument to include more questions to avoid the situation where it is simply mathematically not possible to meet the goal. The tentative results indicate that faculty should continue the emphasis on communication with diverse workforce and citizenry.
(05/22/2021)

answered 80% or more correctly on this question. Only one student completed both pretest and posttest; for the other students pretest data is not available either due to missing pretests or the pretest itself not being means of assessment when the student (n=1) entered the program.

ANALYSIS OF RESULTS: Given changes in the test instrument and small n of students who completed the pretest, we cannot measure the changes between pretest and posttest. However, the overall results of the posttest indicate that 80% of students meet this competency. (05/22/2021)

Result Status: Criterion Met
Reporting Year: 2018-2019
Actions Taken: Student Posttest
1.   As we discussed under Participate in and Contribute to the Public Policy Process, the posttest was implemented in the fall 2017, with the paper version for the incoming students and an online version for the graduating students. The test included questions related to all competencies, but one (lead and manage in the public governance). The question related to the productive communication and interaction with the diverse and changing workforce and citizenry has five different components and focuses on the effective goals and objectives.

Results: Student Posttest
1.   There was 70% response rate to the posttests administered in the fall 2018 (8 complete tests out of 13) and spring 2019 (6 complete tests out of 7). According to the posttest results from the fall 2018 and spring 2019, 86% of students selected at least 80% of correct answers for the respective questions on the posttest. Each cohort performed at the adequate level (fall 88% responded correctly, and spring graduates 83% responded correctly).
2.   This year was also the first year that the program was able to look at the improvements in the test questions for those students who are tested both in their orientation (incoming) and graduation. The incoming test is administered on paper during the student orientation. The

Actions Planned: Actions Planned: Student Posttest
1.   The program plans to implement a new version of the test to capture all competencies, and avoid questions with cascading failure effects.
2.   The program will reinforce its emphasis on the oral and written communication; almost all core classes have at least one project that requires students to make individual or group presentations and write cohesive reports. During summer 2019, the faculty will develop an updated test. The tests will be implemented concurrently to phase off the use of the old test. (06/12/2019)

graduation test (exactly same questions) is administered during the graduating semester via Qualtrics. There were 4 students who responded to the test during the fall of 2017 (incoming) and spring 2019 (graduating). Among these 4 students, 100% responded correctly on the questions related to this competency on the posttest, and 100% showed improvement on this competency since their pre-test. In fact, only one student during the pretest responded to 3 out of 5 questions relevant to communication competency correctly (not meeting 80% threshold), none of the other students responded correctly. These results tentatively indicate the competency is met, but need to be viewed together with the other data. Overall, these four students for whom we can measure improvement did not do as well compared to other graduates.

Analysis of Results: Student Posttest
1.   While this competency is met according to the posttest, there are certain differences between the fall 2018 and spring 2019 graduates. About 88% of the fall graduates selected over 80% correct answers for this competency, while only 83% of the spring graduates made the same percentage of correct answers.
 (06/12/2019)

Result Status: Criterion Met
Reporting Year: 2017-2018
Actions Taken:

1.   The new pretest and posttest questions was tested in the summer 2017. The first pretest was administered in the fall 2017 to the incoming cohort of students. The pretest was distributed on paper during the student orientation, and 10 incoming students have completed the test. On average, incoming students have replied correctly to about 33% of the questions (there were 7 questions on the test). There were 10-50% correct responses on the question devoted to this competency. The posttest was administered on the graduating cohort of students via Qualtrics. Due to the person responsible for assessment being on the medical leave, the posttest was distributed after the graduation (about 29% response rate or 4 out of 14 graduates). Overall, the students have replied

Actions Planned: 1.The pretest/posttest approach will be repeated in the fall 2018 for the fuller picture. The efforts will be made to ensure the tests are done face-to-face for the highest collection of data possible. (06/14/2018)

correctly 95% of the time to the questions assessing this competency.

Results:

1. All faculty submitted new questions to be used in pretest and posttest that was originally intended to be deployed in the Blackboard. The higher response rate for the incoming cohort was achieved on paper during the orientation. The lowest results are for the spring posttest due to the faculty member responsible for the assessment being on medical leave. Due to small number of responses, the data should be viewed with caution.

Analysis of Results:

1. Current data does not allow to account for the change in scores over time. The way the current data was collected from the graduating students may have resulted in a low response rate. Overall, the data indicates that the graduating cohort has answered correctly the questions related to this competency, and the criterion has been met. However, the results are based on a small number of responses.
 (06/14/2018)

Related Documents:

pretest_fall2017_assess.doc

| | MPA Professional Paper & Defense. Each student is expected to work in a group to prepare and defend a professional paper in PADM 6900, the capstone course for the program. While this paper may take different forms to some degree, a comparable set of expectations for its content and presentation have been developed and tested by the MPA faculty. These expectations reflect all of the programs defined competencies. The rubric will be shared with the students, used by the faculty to inform them of their progress as the paper is being prepared, and then will be used by the MPA committee to assess the | **Result Status:** Criterion Met
Reporting Year: 2020-2021
ACTIONS TAKEN: MPA faculty dedicated increased instructional time to highlighting the importance of communicating with diverse workforce and citizenry. Also, MPA faculty incorporated team projects, where appropriate, to give students opportunities to exercise leadership competencies. For example, in PADM 6161 fall 2020 students worked in groups varying in age, race, gender, and professional experience and were expected to write a policy brief paper and orally present their findings as a team. In PADM6160, students provided peer-assessments via special platform CATME to their team-mates. The CATME platform allows early detection of team conflict and provides special online training in peer-assessments.
CRITERION FOR SUCCESS: Papers will earn 8 points or more (out of 10) on respective sections of the rubric (2 sections related to the competency: related to writing | **Actions Planned:** ACTIONS PLANNED:
Based on the assessment and reaccreditation self-study data, the MPA committee plans to meet (May 2021) and revamp (summer 2021) PADM6900 to showcase the skills that students will need later in their careers and competencies students gained in the MPA program. The program will also map classes where writing and communication are key elements to be able to track them better. (05/22/2021) |

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results	Actions Planned

communication and oral communication).

quality of student's final product.
Criterion for Success: Papers will get 8 points or higher on the relevant section of the rubric.
Means of Assessment Status: Active
Means of Assessment Category: Research Paper
Related Documents:
Revised PADM 6900 Rubric.docx

RESULTS: There was only one team of three students defending their capstone experience in spring 2021, and one student in the fall 2020 (the majority of fall 2020 graduates completed their capstone experience in spring 2020). There are three rubric items mapping to this competency, all projects got an average of 8.67 on two out of 3 items, and 7.5 on the organization and quality of writing item. Overall average across 3 items is 8.28.

ANALYSIS OF RESULTS:
There are three rubric items on PADM6900 related to this competency: presenting results, answering questions, and organization and quality of writing. Students meet the first two components, but not the third one. While the program meets this goal, the data indicates further need for focus on writing aspect of communication. (05/22/2021)

Result Status: Criterion Met
Reporting Year: 2018-2019
Actions Taken: Professional Paper
1.   The program has implemented a more collaborative approach to PADM6900 papers in the fall of 2018. The other professors, not currently teaching the course, visited and interacted with the students on some key analytical techniques in the course both in the fall and spring. This ensures that students understand the requirements for the Professional Paper from various perspectives.
2.   The students both in the fall and spring semesters selected their topics in a timely fashion. The program approach of emphasizing the importance of PADM6900 topics throughout various courses may have an effect. At the same time, it may be a function of one team (n=5) working together in the spring, and a cohesive cohort group graduating in the fall semester (n=12).
3.   There was only one team of graduating students in PADM 6900 Professional paper (a capstone experience for the program) in the spring 2019. In the public sector (either local government or non-profit), the students will have to work in groups to communicate and interact

Actions Planned: Actions Planned: Professional Paper
1.   The program incorporated new elective courses offered in the summer such as Seminar in Public Administration: Grant Writing; there are currently 7 students signed up for the course. The course will be offered over the 11-week summer session.
2.   The faculty will continue requesting color-coded drafts of the professional paper where each student highlights all text/figures/charts that they themselves created/wrote. This could be helpful for increasing student effort toward writing quality and output.
3.   Besides specific emphasis on conclusions and implementation portions of the

productively with a diverse and changing workforce and citizenry. The group projects allow our students to mimic this work environment by collaborating with each other and then presenting their findings to a diverse audience. The MPA professional paper also requires students to write cohesive problem statements and provide results in non-technical format to enable students to communicate with various audiences. The professor teaching the course guides students to the most appropriate ways for their contribution to the policy process. This spring, the instructor guided students-initiated research in the succession planning and recruitment in the Eastern NC municipalities, focusing on the data from Kinston and New Bern. The team defended their project "Succession planning and recruitment in the Eastern NC municipalities". The original research project was supposed to include more municipalities. The students conducted interviews with key stakeholders; the course instructor guided and supported students. The instructor also implemented a new way of assessing individual members' contributions such as color-coding the parts they have written and providing peer-grades of the participation in the project. At the same time, one of the students from the previous semesters had to defend her individual 6900 project; guided by a different instructor. The student defended "A County in Crisis: New Hanover County Prescription Opioid Epidemic", and the student received similar instructional support as the other students in the class.

4.   In the fall semester, the special Rocky Mount cohort program graduated its first wave of students. There were total of three groups defending the following topics: "Managing Health Care Costs for the City of Rocky Mount", "Non Profit Turnover Final Paper", and "Reuse of Flood Land Acquired by City of Rocky Mount". The first paper focused on the alternatives that may help to curb the rising healthcare costs for the city of Rocky Mount. The actual department head from the city was present at the defense. The team working with non-profit turnover issue was allowed to collect and use the data, but was not allowed to use the name of the non-profit analyzed in the final report. Finally, the third team focused on the alternative uses for

PADM6900 projects, the professor teaching this course will reinforce the importance of quality of writing as well as interaction with audience. (06/12/2019)

the FEMA buyout properties in the city of Rocky Mount.

Results: Professional Paper
1.   Excluding the student who failed spring PADM6900 course, reveals that 83% of students met this competency across both cohorts. Without excluding the student, about 79% of students met this competency (both cohorts together).
2.   There are two components on the rubric relevant to this competency: answering audience questions and organization and quality of writing. In the spring 2019, about 83% (5 out of 6) of students scored 8 or above on the ability to communicate with the audience, but only 40% of students (n=2) score 8 points or above on the 10-point scale for the written component of communication among spring cohort students.
3.   In the fall 2018, about 92% of students met this competency, and 100% of them met the requirements on the component related to writing. At the same time, only 77% of students met the requirements of the component related to the communication with the audience.

Analysis of Results: Professional Paper
1.   While the program deems this competency met (as measured among all students between two cohorts, but excluding the student who failed the course), the data also indicate the differences between cohorts. Each cohort did well on one specific component of the rubric related to this competency: either written portion (100% of fall 2018 cohort) or interaction with audience (100% of spring 2019 cohort, excluding the failed student).
 (06/12/2019)

Result Status: Criterion Met
Reporting Year: 2017-2018
Actions Taken:
1.   The program continued group projects in classes as students work in groups in work environment. Also group work is the requirement of the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) for the accredited programs.
2.   There were three teams of graduating students in

Actions Planned: Actions Planned:
1.   Even though this competency is met, the faculty plans at the next meeting bring up the committee structure of the MPA professional paper to enhance the quality of the papers further. (06/14/2018)

PADM 6900 Professional paper (a capstone experience for the program) in the spring 2018. In the public sector (either local government or non-profit), the students will have to work in groups to communicate and interact productively with a diverse and changing workforce and citizenry. The group projects allow our students to mimic this work environment by collaborating with each other and then presenting their findings to a diverse audience. The MPA professional paper also requires students to write cohesive problem statements and provide results in non-technical format to enable students to communicate with various audiences. The professor teaching the course guides students to the most appropriate ways for their contribution to the policy process. In the spring, projects included: "Washington, North Carolina Castle Island Development Project" (n=4), "Vidant Cancer Center: Wait Time for Outpatient Visits" (n=5), and "Vollis Simpson Whirligig Park in Historic Downtown Wilson" (n=5).

3.   Students in PADM 6165 conducted evaluability assessments of various programs in summer 2017. One of the teams (3 person) shared their evaluability assessment for Halifax Community College Preparing men for Intellectual, academic, & Educational success (P.R.I.D.E) II program with the Halifax Community College administration (Fall 2017). The administration found the report interesting. Further actions may be constrained by the availability of the funding for the full program evaluation.

Results:

1.   There was only one student in PADM 6900 in the fall 2017, and 14 students in the spring 2018. Overall, student papers and presentations meet the criterion (as based on the averages for two items in PADM 6900 professional paper rubric: answering questions of the audience and faculty and organization and quality of writing).

Analysis of Results:

1.   This year's MPA Professional Paper has seen improvements in quality which may be result of the pedagogical changes implemented as well as a function of students graduating in the spring. The competition between

teams in the spring may have helped as well. The pedagogical changes included better coordination of topics between classes (e.g. PADM 6161 and PADM 6900).

2.   Overall, the MPA program has continued to make some progress.
 (06/14/2018)

A Competency Evaluation by faculty members will be conducted to assess individual student competency levels after the student has completed 18 hours of coursework and immediately after graduation. Only those faculty members who have taught the students will provide the evaluations and the results will be aggregated across the faculty members to give a combined assessment rating. See "communicate and interact productively with a diverse and changing workforce and citizenry" competencies on the attached faculty survey form (the average of both questions will be used).
Criterion for Success: Faculty will perceive 80% of students to have improved their competency levels by at least one rating level between the first and second evaluation on the respective sections.
Faculty will perceive 80% of students to have improved their ability to meet this competency at a level of "well" or "very well" by the second evaluation on the respective sections.

Means of Assessment Status: Active
Means of Assessment Category: Other
Related Documents:

Result Status: Criterion Met
Reporting Year: 2020-2021
ACTIONS TAKEN: The program incorporated electives and more guidance to students for their writing. While some actions take for articulate competency (e.g. more interaction with the Writing Center) were also recommended for this competency, these recommended actions suffered from the same deficiency – difficulty to connect students with the closed campus. Almost all major courses require students to present individually or in groups the results of their projects. The faculty survey measures this competency by two relevant questions.
CRITERION FOR SUCCESS: Faculty will rate 80% of students to have improved their competency levels by at least one rating level between the first and second evaluation on the respective sections. Faculty will rate 80% of students to have improved their ability to meet this competency at a level of "well" or "very well" by the second evaluation on the respective sections.

RESULTS: During academic year 2020-2021, MPA faculty completed competency evaluations for students on four occasions: Fall 2020 midpoint students (n=15) assessment, Fall 2020 graduating students (n=6) assessment, Spring 2021 midpoint students (n=16) assessment, and Spring 2021 graduating students (n=2) assessment. Faculty ratings range from 1 ("Not at all") to 5 ("Very well").
In the Fall 2020 midpoint assessment, all but 1 MPA students were evaluated at the well or very well level for this competency (93% of students or 14 out of 15 students). In the Spring 2021 midpoint assessment, 87.5% (14 out of 16 students) ranked at well to very well level for this competency.
For both Fall 2020 and spring 2021 graduating students 100% of students (9 out of 9) scored at well to very well

Actions Planned: ACTIONS PLANNED: MPA faculty will continue to emphasize the quality of writing and public presentations in our program's courses with additional instructional time and referral to online and campus resources. The program looks forward to the opportunities to reintroduce students to ECU campus. (05/22/2021)

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results	Actions Planned

Faculty Competency Evaluation.docx

level for this competency.

We have data for eight students to calculate the differences between "midpoint" (i.e. Spring 2020) and "graduating" (i.e. Spring 2021) data points. There are three different items on the faculty survey for this competency. The average growth is 0.49 points between midpoint and graduating surveys (the growth ranges from 0.34 to 0.57).

ANALYSIS OF RESULTS: In terms of mastery, both Fall and Spring of a rather challenging year indicated that students, in faculty's opinion, were at or above our goal level of 80% of students satisfying our criterion for success (and thus achieving our stated goal). The changes are in the desired direction, but does not meet overall goal of change (1 point). Overall, we deem that this competency is tentatively met.   (05/22/2021)

Result Status: Criterion Met
Reporting Year: 2018-2019
Actions Taken: Faculty Competency Survey
1.   The program has moved to implementing more group projects in classes because in the public sector (either local government or non-profit), the students will have to work in groups to communicate and interact productively with the diverse workforce and citizenry. The group projects allow our students to mimic this work environment. Also, group work is the requirement of the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) for the accredited programs.
2.   The program discussed at last year's retreat offering summer courses only over the 11-week summer session, since shorter sessions do not allow adequate coverage of graduate course material. All summer courses offered by the program now are offered over the 11-week summer period.

Results: Faculty Competency Survey
1.   Overall 92% of all students graduating in academic year 2018-2019 were evaluated by faculty being at the levels of well and very well for the competency of

Actions Planned: Actions Planned: Faculty Competency Survey
1.   The program discussed the importance of making effective presentations to public and to the professionals; some courses, e.g. PADM6101 plan to incorporate a thorough discussion of the data visualization tools for public and professional presentations.
2.   The program will provide additional elective courses and guidance to students with regard to their writing. For example, the program incorporated new elective courses offered in the summer such as Seminar in Public Administration: Grant Writing; there are currently 7 students signed up for the course. The course will be offered over the 11-week summer session.

communicating and interacting productively with a diverse and changing workforce and citizenry.

2.	The faculty assessment survey contains two questions related specifically to this competency: about 94% of all students meet this competency on question related to communication, and about 89% of students meet this competency on question related to presentations. There are cohort differences present as with the other data. About 96% of fall 2018 students achieve the score of meeting this competency at well to very well level on all question (100% on the communication question, and 92% on the presentation question). About 83% of spring 2019 students achieve the score of meeting this competency at well to very well level on all question (83% on the communication question, and 83% on the presentation question). As with the other data points, it is worthwhile to look at the spring 2019 cohort excluding the student who failed PADM6900. Then, 100% of spring 2019 students, excluding the student who failed PADM6900, achieve the score of well to very well level on this competency for all questions (100% on each question). If we look at all graduates, excluding one student, about 97% of all graduates achieve this competency on all questions (100% on the communication question, and 94% on the presentation question).

3.	There was a cohort of 6 students for whom the changes in faculty assessment between the midpoint and graduation were calculated. When we exclude one student who failed PADM6900 in the spring 2019, 50% of students show improvements between the midpoint and graduation assessments, but none of students show 1 rating improvement.

Analysis of Results: Faculty Competency Survey

1.	The data indicate that competency is met for both cohorts. This is the only competency where the outlier student does not skew the data too much as the student actually does at level somewhat, and not lower.

2.	The overall changes in faculty ratings of students indicate improvements, but not one-rating changes.

(06/12/2019)

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results	Actions Planned

(06/12/2019)

Result Status: Criterion Not Met
Reporting Year: 2017-2018
Actions Taken:
1.	The program has moved to implementing more group projects in classes because in the public sector (either local government or non-profit), the students will have to work in groups to communicate and interact productively with the diverse workforce and citizenry. The group projects allow our students to mimic this work environment. Also, group work is the requirement of the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) for the accredited programs.
2.	The competition among teams in PADM6900 has contributed to the higher quality papers this time around.
Results:
1.	In the spring 2018, about 17% of midpoint students have met the competency at well to very well levels. In the fall 2017, about 88% of midpoint students have met this competency at this level.
2.	In the fall 2017, there was only one graduate, who according to the faculty met all competencies. In the spring 2018, there were 14 graduates, about 71% of them met this competency at well to very well level. Most of the fall 2017 midpoint students have graduated in the spring 2018, but the graduating cohort also include students who have taken longer to complete the program.
Analysis of Results:
1.	The program met this criteria in the fall 2017, but not in the spring 2018. This may be a function of various students graduating at different points in time.
2.	Overall, the MPA program may not be able to meet all its learning outcomes this year due to being understaffed, but the program has continued to make some progress.
3.	Additional data is needed to assess how well the new survey reflects faculty assessment over time. (06/14/2018)
Related Documents:

Faculty Competency Evaluation.docx

Actions Planned: Actions Planned:
1.	Leaving the new faculty survey as it is; collecting more data.
2.	Work on the PADM 6900 professional papers to have policy topics earlier in the course.
3.	Work on the PADM6900 professional papers to incorporate involvement from a larger number of faculty.
(06/14/2018)

Result Status: Criterion Met
Reporting Year: 2014-2015
Actions Taken:
In order to enhance student abilities in this competency, especially the sub-dimensions of "make clear public presentations" and "express themselves effectively in writing" the following actions were taken.
1.   The proposed changes in PADM 6220 and 6260 was made to the course through modification of the readings and assignments.
2.   The new mentoring program that was proposed in 2014-15 was not implemented as planned because of some personnel changes. The MPA director assumed the role of interim chair and, although another faculty member, assumed a number of responsibilities time simply did not permit full implementation. The names of external supporters of the program willing to participate as mentors were collected.
3.   The new student ICMA chapter was formed and proved a successful addition to the program. In addition, funding was secured to support students participating in both state and national conferences.

Results:
1.   While the curricular modification to PADM 6220 and 6260 were made, their individual impacts were too small to be documented as having had an impact based on one set of students having taken the courses since the changes were made.
2.   A comparison of the faculty competency surveys over time revealed less movement in the evaluations occurred than anticipated. The movement was in the predicted direction and positive, but not enough to declare the criteria to have been met. On the other, this year the evaluations of both students at their mid-point and those graduating were both positive. This year, we have had the first cohort of graduating students in spring 2015 that we could measure the movement of faculty perceptions of student performance, and the comparisons indicated about 0.4-0.5 improvements between midpoint and graduating measurements.

Actions Planned: In order to enhance student abilities in this competency, especially the sub-dimensions of "make clear public presentations" and "express themselves effectively in writing" the following actions will be taken.
1.   Additional financial and faculty support will be directed toward the student ICMA chapter in the coming year. A more active external adviser will also be appointed to assist the students.
2.   Further emphasis will be placed on the final projects in the revised PADM 6900 on making public presentations.
 (06/17/2015)

3.   Overall, 91.7% of graduating students have been rated by faculty at well-to very well level for this competency (average of 5.57), meeting the standard of 80% of students.

4.   The creation of the new student ICMA chapter lead to three MPA graduating students to participate in the ICMA internship program with all three student being offered nationally competitive internships in local government. All three were also in locations generally outside our service area.

5.   The change in the professional paper course was seen by the faculty and, in student feedback, as an overwhelming success and met the spirit of the criteria for success. It is the judgment of the faculty that this was the best set of professional papers we have seen. The papers were well written and presented. The groups interacted well with one another (for the most part). The students also reported that the activity was more difficult than anticipated, but a better project because of dealing with a real problem that would affect the future of the MPA program.

Analysis of Results:

1.   The participation in the student ICMA Chapter was extremely successful. More than any other single change in the program, this one aided students in developing more confidence in their ability to compete with graduates from other programs. The success of this year's class was clearly observed by next year's class.

2.   The faculty and students were pleased with the outcome of the changes made to the professional paper. The faculty were unanimous in their assessment that this new approach allowed the students to explore the multiple dimensions of a policy analysis, display their abilities to work in teams, and to make public presentations better than our previous course design. The student survey results were also positive, although the relatively small numbers of student prevented the actual criteria for success to be met statistically. In the judgment of the faculty, however, the criteria were met.
 (06/17/2015)

Effective & Professionalism in Public Administration - Each student should be able to demonstrate appropriate knowledge and skills in, decision-making and problem solving practices, budgeting and financial management procedures, personnel administration/human resource management and other related Public Administration subject matters. **Outcome Status:** No Longer An Outcome **Outcome Type:** Student Learning Outcome **Start Date:** 08/01/2008 **End Date:** 07/18/2013	**Survey -** Students will improve upon decision-making skills, budgeting, personnel, program planning, organization, information management, public policy, written communication and an overall commitment to professional behavior through courses and a MPA professional paper. An assessment survey for both students and faculty members to be administered at entrance, midpoint, and exit of the program will be given beginning Spring 2013. **Criterion for Success:** 90% of students will show significant improvement across all program dimensions upon completion. **Schedule:** Survey will be piloted in Spring 2013. **Means of Assessment Status:** Active		
	Field Placement/Internship - Students will build upon their decision-making and problem solving practices through the hands on experience of an internship or employment with a public sector agency. **Means of Assessment Status:** Active		
	Field Placement/Internship - Each pre-service student submits field placement review and that is matched with review of student performance by internship supervisor. **Criterion for Success:** 100 % of interns and supervisors will report a satisfactory or better experience. **Schedule:** These reports will be reviewed by a faculty committee on an annual basis beginning Spring		

2013.
Means of Assessment Status: Active

Professional Paper - Improve MPA Professional Paper preparation and completion by enhancing the quality of the capstone experience for our graduates.
Outcome Status: No Longer An Outcome
Outcome Type: Student Learning Outcome
Start Date: 08/25/2008
End Date: 07/18/2013

Capstone Assignment/Project -
MPA Professional Paper Assessment Rubric
Criterion for Success: The criteria for success with this outcome are multiple. The overall criteria is that 90% of those students enrolling in this course are able to complete the professional paper within one semester by defining a public policy problem, developing criteria for the evaluation of alternative policy responses, identifying relevant stakeholders, and presenting publicly their analysis results as if to a professional audience. Completion of the program requires completion of an MPA Professinal Paper.

Here to fore, the supervising faculty have based their assessments on an evaluation each time the course has been taught. A rubric will be added for the spring 2013 semester.
Schedule: Annual
Means of Assessment Status: Active

Capstone Assignment/Project -
EAch MPA faculty member participates in the process of supervising the MPA Professional Papers and in reviewing the overall progress of the students. A draft rubric has been developed to be used in the assessment of the projects now that we have made the curricular changes desired.
Criterion for Success: 100% of students will complete at least a

minimally acceptable professional paper within two academic terms.
Schedule: The test run of the rubric will be reviewed in May 2013 and revised if necessary. It will be administered on each student project with an annual review of the aggregate results.
Means of Assessment Status: Active

Education for a New Century (Communication with Cultural Groups) - Communicates, interacts and works positively with individuals from other cultural groups.
Outcome Status: No Longer An Outcome
Start Date: 09/01/2010
End Date: 07/18/2013

This objective parallels one of the new student learning objectives that will be adopted by our accrediting body, the National Association of Schools of Public Affairs and Administration (NASPAA). The first means of assessment that the MPA Program needs to undertake is a review of our curriculum and related course objectives to ascertain if and how we are currently engaged in this area. We currently cannot adequately state the degree to which we are seeking to address this objective.
Criterion for Success: Completion of curriculum review process with accompanying recommendations for the adoption of appropriate assessment measures and modifications to our existing instruments.
Means of Assessment Status: Active

The Leadership University (Leadership Principles) - Applies leadership principles relevant to the chosen discipline.
Outcome Status: No Longer An Outcome
Start Date: 08/25/2010

Course Embedded - PADM 6220, Leadership and Ethics in the Public Sector has now been added to the core curriculum for the MPA Program. A rubric and a case study will be developed to allow the students to assess themselves

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results	Actions Planned
End Date: 07/18/2013	coming into the class and upon leaving it. In addition, the instructor will assess each student in a comparable manner. This course will be offfered as part of the core in Spring 2013. **Means of Assessment Status:** Active **Scholarly Activity -** Faculty agreed that individual course based assessments will be melded into a case study to be administered three times during a student's academic career. EAch student will respond to a comparable case study at the beginning, middle, and end of their academic program. Their individual responses will be assessed via a rubric by three faculty members. **Criterion for Success:** 90 % of students will demonstrate improvements over the course of their program. **Schedule:** The first case studies will be administered in Fall 2013. **Means of Assessment Status:** Active		
Governmental and Nonprofit Agencies - Establish and maintain effective relationships with governmental and nonprofit agencies in the region by placing students in meaningful internships and jobs with these agencies. **Outcome Status:** No Longer An Outcome **Outcome Type:** Student Learning Outcome **Start Date:** 08/25/2008 **End Date:** 07/18/2013	**Field Placement/Internship -** Internship placements, Advisory Council feedback, MPA Alumni Survey **Criterion for Success:** Successful completion of an internship and job placements of students **Means of Assessment Status:** Active **Field Placement/Internship -** Each student submits field placement review and that is matched with review of student performance by internship supervisor. **Criterion for Success:** 100 % of interns and supervisors will report a		

Outcomes	Means of Assessments	Actions Taken, Results & Analysis of Results	Actions Planned
	satisfactory or better experience. **Schedule:** These reports will be reviewed by a faculty committee on an annual basis beginning Spring 2013. **Means of Assessment Status:** Active		
Recruitment of Diverse and Talented Faculty - Maintain a program with a talented, well-qualified set of faculty. **Outcome Status:** No Longer An Outcome **Outcome Type:** Strategic Planning Outcome **Start Date:** 08/25/2008 **End Date:** 09/23/2011	Effective recruitment program. **Criterion for Success:** Success of faculty recruitment efforts **Means of Assessment Status:** Active		