Standard 1.3   Course Mapping to Universal Competencies and the Program Goal Outcomes for Students

MPP PROGRAM

Key: **F=Faculty** identified match though course may not be specifically designed for development of this competency or assessed for it, **S=Student** identified that this course was one of most helpful in developing this competency in fall semester survey "Which courses have been <u>most</u> helpful in your progress on this competency?" (HOWEVER not applicable for capstone course given students had not taken that course AND not all students had taken some of the courses at this point in their program – some were first semester students or part-time students—in future will only look at % for those who have taken course) **R=Rationale** for offering opportunity matches outcome. **NA=Not applicable or available**

OUTCOMES FOR MPP PROGRAM, n= 50 for Fall 2020 survey (was n=60 for MPA outcomes)	REQUIRED FOR MPP 6000	REQUIRED FOR MPP 6002	REQUIRED FOR MPP 6007	REQUIRED FOR MPP 6008	REQUIRED FOR MPP 6011	REQUIRED FOR MPP 6013	REQUIRED FOR MPP 6014	REQUIRED FOR MPP- take two of: 6005,6015,6016, 6020,6021, 8022, 8023	Key Non-Course Opportunities & Resources
UNIVERSAL COMPETENCIES									
to lead and manage in the public interest Our students develop practical skills, knowledge, and abilities that enable them to exercise managerial and leadership effectiveness applicable within and across sectors. Their leadership and management competency: 1.Is informed by understanding of history, theories, and institutional contexts (including enduring debates in American public administration) 2. Includes ability to choose and use management and leadership tools wisely. Management and leadership tools include but not limited to, budgeting, financial analysis, program evaluations/assessments, strategic and project plans, human resource management systems, organizational theory, and collaboration, teamwork skills. 3. Is demonstrated by having a marketable professional toolkit for management and leadership positions. 4. Is honed by experience in the Trachtenberg Student Organization (TSO), ICMA student chapter, Minority Leadership Program (MLP), Women's Leadership Fellows (WLF), Policy Perspectives, Capstone team project, and/or other TSPPPA opportunities to enhance their leadership and management identity and abilities.	F S: MPP 14%	S: MPP 7%	F S: MPP 0%	F NA for S	F S: MPP 86%	S: MPP 7%	S: MPP 14%	S: NA	R: Career/Job Search Toolkit, Student Leader (e.g., in TSO, ICMA), WLF, MLP, Policy Perspectives Editor, Co-chair DEI committee
to participate in, and contribute to, the policy process Our students are prepared to analyze, influence, and implement public policy in ways that enhance the quality of democratic governance and the pursuit of the public interest. Their competency to participate in and contribute to the public policy process: 1. Is informed by understanding of policy contexts (history, stakeholders, institutions, political and economic dynamics, etc.) and what perceived to know and needs to be learned, and what assumed to be unknowable. 2.Includes being able to problem-solve, involving but not limited to honing in on answerable policy problems, recognizing uncertainties and ethical issues, and contributing info that can be used in decision-making. 3. Is communicated through clear, concise and well-organized analysis offering supporting evidence and appropriate data and analytic techniques. 4. Is relevant to current issues shaping public debates.	S: MPP 13%	F S: MPP 33%	F S: MPP26%	F NA for S	F S: MPP 64%	F S: MPP 21%	F S: MPP 33%	S: NA	R: Policy Perspectives Author, Research Assistant
to analyze, synthesize, think critically, solve problems and make evidence-informed decisions in a complex and dynamic environment	S:	F S:	F S:	F NA for S	F S:	S:	F S:	S: NA	R: Policy Perspectives Author, Research Assistant,

Competency / Goal	C1	C2	C3	C4	C5	C6	C7	C8	R
Our students can analyze, synthesize, think critically, solve problems, and make decisions. Their competency to do this: 1. Benefits from their ability to identify relevant ethical, economic, statistical concepts and theories and utilize the tools incorporating them in their own decision-making. 2. Includes being able to critically evaluate positions and arguments for relevancy, accuracy, and appropriateness as a decision-making tool. 3. Involves thinking strategically, creatively and insightfully about public policy and administration problems. 4. Draws from understanding of both quantitative and qualitative analysis methods.	MPP 18%	MPP 55%	MPP 45%		MPP 49%	MPP 16%	MPP: 29%		Skills Workshops, APPAM student memberships
to articulate, apply, and advance a public service perspective Our students reflect a strong public service ethos that is integrated into their thinking and action. Their competency to articulate and apply a public service perspective: 1. Includes ability to recognize and articulate competing interests and values and the approaches to balancing them in systems of democratic governance. 2. Has embedded ethical principles and implications. 3. Is complemented by ability to motivate others to act in the public interest 4. Is informed by understanding histories, traditions, controversies, systemic biases, and challenges in public service policy and administration.	F S: MPP30%	F S: MPP 12%	F S: MPP12%	F NA for S	F S: MPP:64%	F S: MPP 9%	F S: MPP 21%	S: NA	R: Policy Perspectives, WLF, MLP, TSO, Mock Interviews
to communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large Our students, as public servants serve, respond to, and engage with a highly diverse citizenry, often in workplaces that reflect that diversity. This diversity encompasses ethnically- and geographically-based cultural attitudes and practices, socio-economic status, sexual orientation, gender, religion, political perspectives, people with disabilities, and simply differing ways of knowing and engaging with the world around us. Their competency to communicate and interact productively with a diverse and changing workforce and citizenry: 1. Is fostered through the School's demonstrated commitment to a diverse and inclusive culture and commitment to reducing social inequity. 2. Emerges when students genuinely appreciate the value of different perspectives in democratic governance systems. 3. Is honed through collaborative work experiences with diverse team members and project partners. 4. Honors the values of the School (respect for differences of all kinds, social equity, kindness, collaboration, fairness, civility, humility and inclusivity)	F S: MPP 50%	F S: MPP 17%	F S: MPP 6%	F NA for S	F S: MPP 44%	S: MPP 6%	S: MPP 6%	S: NA	R: Student Organization Role, Peer Mentor, Teaching Assistant, DEI workshops, DEI Committee, APPAM student memberships
GOAL 1 ENHANCE THE QUALITY OF DEMOCRATIC GOVERNANCE									
A) Students have NASPAA universal competencies. The ones specifically notable for this goal are: "to communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large"	F	F	F	F	F				R: see above
B) Students effectively collaborate and work in teams (e.g., as in the capstone project which benefits project clients)	Data to be collected	Data to be collected	Data to be collected	Capstone requires teamwork	Data to be collected				R: Student Org. Roles, Peer Mentors, Teaching Assistants,

									DEI commtee & programs, WLF, MLP
C) MPP students enhance the public affairs talent base as evidenced by employers seeking our students and alumni									R: Career programs with employers, Job postings sent to us
D) Policy Perspectives contributes policy and practice insights and recommendations through student-created articles and podcasts									R: Policy Perspectives roles
GOAL 2. EQUIP ASPIRING AND CURRENT PROFESSIONALS WITH TOOLS TO ANALYZE, LEAD AND MANAGE									
A) Students have NASPAA universal competencies with the one specifically notable for this goal being: "to analyze, synthesize, think critically, solve problems and make evidence-informed decisions in a complex and dynamic environment"	F	F	F	F	F				R: see above
B) Students demonstrate they can effectively use a range of analysis tools in their course assignments	F	F	F	F	F				R: Resume help, Career Toolkits
C) With Career Services help, students create a marketable professional toolkit and career advancement plan									R: Resume help, Career workshops and advising, Career Toolkits
D) Students and faculty develop their own and others' toolkits, for example, through course assignments for career portfolio, workshops and conferences	F	F	F	F	F				R: Career services, Professional Development fund for conference participation
GOAL 4. PREPARE STUDENTS FOR PURSUIT OF THE PUBLIC INTEREST AND FOR LEADING AND MANAGING IN THAT PURSUIT									
A) Students have NASPAA universal competencies; the ones specifically notable for this goal are: "to lead and manage in the public interest", "to articulate, apply, and advance a public service perspective	F	F	F	F	F				R—see above
B) Long-term and short-term success of MPP graduates is indicated by their employment in positions where they									R: Lifelong career services for alumni,

can pursue the public interest and help others do so									Resume enhancing opportunities for alumni through School
C) Students gain leadership and management experience through student-led organizations, programs and Policy Perspectives									R: Leadership roles, Policy Perspectives, WLF, MLP
D) Students help shape the School through co-chair and member roles on the Diversity and Inclusion Standing Committee and as co-designers of school events and communication strategies and vehicles									R: Student Jobs in School, Leadership roles in student orgs, peer mentors, school ambassadors Policy Perspectives roles, DEI involvement, TSO survey roles