Northeastern University
College of Social Sciences and Humanities

Appendix 5
Self Study Report 2016

Master of Public Administration Program
School of Public Policy and Urban Affairs
College of Social Sciences and Humanities
Northeastern University
Boston, Massachusetts

Prepared for Submission on August 15, 2016 to the
Commission on Peer Review and Accreditation of the
Network of Schools of Public Policy, Affairs, and Administration

NASPAA ACCREDITED
The Commission on Peer
Review & Accreditation

CONTENTS

I. Appendix 5

    A. Assessment Plan

    B. Data Catalog

    C. Assessment Rubrics

    D. Assessment Survey Instruments

Assessment Plan

**Master of Public Administration Program
School of Public Policy and Urban Affairs
College of Social Sciences and Humanities
Northeastern University**

ASSESSMENT PLAN

July 2016 – July 2023

Boston, Massachusetts

CONTENTS

I. Introduction to the Assessment Plan

The MPA Program has been building the capacity to assess student learning outcomes since the last Self-Study Report in 2008. Action was spurred by the decision to be the first academic program in the College of Social Sciences and Humanities to offer students the option of completing their degree fully online. The need to ensure alignment of core courses across modalities led to the formulation and standardization of learning objectives across courses. This fit with the work at the program-level to clarify what we expect students to know and be able to do, which culminated in the development of the MPA Competencies and Learning Outcomes. During the 18-month development process in 2012 and 2013, feedback was received from faculty, students, alumni, community partners, and the public affairs community more broadly, on the mission and goals of the MPA Program in general, and the student learning outcomes in particular. We also benefited from the more specialized input received from colleagues at NU Online and the *Center for Advancement in Teaching, Learning, and Research*. The Faculty Nucleus unanimously approved the outcomes in Fall 2013, and they have been a centerpiece of our assessment activities ever since.

Using the MPA Competencies and Learning Outcomes, a Curriculum Map was developed for the core courses in Summer 2014. It revealed some important gaps. As a result, in Fall 2014, the Faculty Nucleus decided to add a new core course, PPUA 6500 Principles of Public Administration. Steps were also taken to modify the capstone course, including a move from an individual model to team-based projects for a client. These changes went into immediate effect with a new format for the Spring 2015 capstone class as well as offering the new introductory course in Fall 2015 on campus and Spring 2016 online. This provided an early example of using assessment results for program improvement. Based on assessment data, the Program continued to tweak the capstone course, which is described in Part C of Standard 5.

Assessing how well students are meeting these expectations required a revision of existing instruments such as the Supplemental Course Evaluation and Exit Survey, as well as the development of new evaluation instruments, including developing more direct measures of student learning. These newly developed direct measures include evaluations of student portfolios and capstone projects.

The capstone project provides students the opportunity to apply the knowledge that they gained and skills that they learned to address real-world policy or public service issues. The knowledge and skills, in turn, align with the Competencies and Student Learning Outcomes. Members of the Faculty Nucleus developed a rubric to evaluate capstone projects in Spring 2016 and used this rubric to formally assess projects from Spring 2015, Fall 2015, and Spring 2016. These findings are presented in Part C of Standard 5.

Initially, the intent was to introduce students to the portfolio in the course PPUA 6500 Principles of Public Administration, which is typically taken in the first year, so they could add to it as they progressed through the MPA Program. The portfolio was organized by roles, including the Decision-maker, the Organizational Leader, the Policymaker, the Communicator, and the Public Servant. These roles correspond to NASPAA's required competencies. Students were able to select examples of their work that exemplifies each area. The portfolio was pilot

tested in Spring 2015 with the entire MPA Capstone class preparing a retrospective portfolio as they gathered and reflected upon work they completed during their time in the Program. Student and faculty feedback on the cumbersome nature of the digital platform (Digication) led to a move to simpler platform (Jotform). Portfolios were gathered in Spring 2016 with a sample of MPA students enrolled in the Capstone course. Members of the Faculty Nucleus developed the Student Portfolio rubric in Spring 2016 and assessed both sets of Portfolios. Then, the Faculty Nucleus discussed these results at the summer retreat, which led to a further refinement in the process to ensure a representative sample of student work in the future. Rather than having students to submit a portfolio for assessment purposes, the signature assignments will be collected from faculty at the end of each term and set aside for assessment purposes. This will improve sampling, and it will expand the opportunities for data analysis, thus strengthening the findings and their potential use for program improvement.

Simultaneous with the process of defining program goals, learning outcomes, and direct measures of student learning, the MPA Program strengthened its internal capacity to support evaluation by building new systems to track student outcomes from recruitment and admissions through graduation and job placement. In the 2015-2016 academic year, a logic model was completed to show how the mission and goals inform performance expectations and shape the evaluation process. Rubric to evaluate direct measures of student learning were tested and a survey of MPA graduates since the last self-study in 2008 was undertaken in conjunction with the Office of Alumni Relations at Northeastern University. In addition, a holistic *MPA Assessment Plan* for 2016-2023 was developed. The *Plan* describes the instruments, methods, and procedures used in evaluating the following four key elements: 1) student learning; 2) student services; 3) program governance; and 4) the faculty (see Appendix 5). It also includes a data catalog covering all data elements and a seven-year schedule of assessment activities.

Going forward, the MPA Program will establish a standing committee on Assessment to assist the MPA Director and ensure implementation of the newly developed plan.

A. Overview and Rationale

This is an Assessment Plan to evaluate the MPA Program. It is a detailed, seven-year plan for a comprehensive assessment that will provide usable information about program goals, with a special emphasis on student learning outcomes. The purposes of the program evaluation are two-fold: program improvement and accountability.

Program Improvement

The Assessment Plan provides a wide range of data on program operations, students and faculty. These can be used to identify strengths and weaknesses, make adjustments based on feedback, and provide early evidence of whether desired outcomes are being achieved. The Assessment Plan embeds this process of evaluative inquiry and learning into program operations

to create a sustainable feedback loop that builds on existing administrative databases and ongoing data collection processes to extract, analyze and learn from assessment findings.

<u>Accountability</u>

The Assessment Plan answers the traditional accountability questions of did we do what we planned to do and did it make a difference. However, this assumes a stable environment so that conditions are held constant, a rare occurrence in higher education and public affairs today. To accommodate the complexity and change that characterizes the MPA Program environment today, the Assessment Plan incorporates the approach of Michael Quinn Patton in his seminal work *Developmental Evaluation*. Developmental evaluation views the environment as uncertain and adds another dimension to accountability and program effectiveness—the capacity to adapt to new conditions through innovation—while not losing sight of program mission and goals.

B. Process

While the Assessment Plan was formally compiled as such in 2016, it has been under development since the adoption of the new standards in 2009. Action was spurred by the decision to be the first program in the College to offer students the option of completing their degree fully online. The need to ensure alignment of core courses across modalities led to the formulation and standardization of learning objectives across courses. This aligned with the work at the program level to clarify what we expect students to know and be able to do, which culminated in the MPA Competencies and Learning Outcomes. During the 18-month development process (2012-2013 academic year), feedback was received from faculty, alumni, public affairs community (partners, NASPAA) on the mission and goals of the MPA Program, in general, and the student learning outcomes, in particular. We also benefited from the more specialized input received from colleagues at NU Online and CATLR. Approved by faculty in Fall 2013.

Using the MPA Competencies and Learning Outcomes, a Curriculum Map was developed for the core courses in Summer 2014. It revealed some important gaps and as a result faculty decided in the Fall 2014 to add a new core course, PPUA 6500 Principles of Public Administration. Steps were also taken to modify the capstone course, including a move from an individual model to team-based projects for a client. These changes went into immediate effect with a new format for the Spring 2015 capstone class. Similarly, the new course PPUA 6500 was offered in Fall 2015 on campus and Spring 2016 online. This provided an early example of using assessment results for program improvement.

To assess how well students are meeting these expectations required revision of existing instruments (Supplemental Course Evaluation and Exit Survey) and development of new instruments, particularly direct measures of learning through the Student Portfolio and Capstone Project.

The Portfolio is introduced to students in the Introduction to PA course so they can add to it as they move through the program. It is organized by roles, which include the Decision-maker, Organizational Leader, Policymaker, Communicator, and Public Servant. These roles correspond

to NASPAA's required competencies. Students then select examples of their work that exemplifies each area. The Portfolio was pilot tested in Spring 2015 with the entire MPA Capstone class. Student and faculty feedback on the cumbersome nature of the digital platform (Digication) led to a move to simpler platform (Jotform) and Portfolios were gathered in the Spring 2016 with a sample of MPA students enrolled in the Capstone course. The faculty developed the Student Portfolio rubric in Spring 2016 and assessed both sets of Portfolios.

The Capstone project gives students the opportunity to apply the knowledge they gained and skills they learned to address real-world policy or public service issues. The knowledge and skills, in turn, align with the Competencies and Student Learning Outcomes. The faculty developed the Capstone Project Rubric in Spring 2016 and assessed projects from Spring 2015, Fall 2015 and Spring 2016.

Simultaneous with the process of defining program goals, learning outcomes, and direct measures of student learning, the MPA Program strengthened internal capacity to support evaluation by building new systems to track student outcomes from recruitment and admissions through graduation and job placement. In the 2015-2016 academic year, the MPA Program logic model was completed showing how mission and goals inform performance expectations and shape the evaluation process. Rubrics were tested and a survey of MPA graduates since the last self-study in 2009 was undertaken in conjunction with the Office of Alumni Relations at Northeastern University.

C. Contents of the Plan

The Assessment Plan is organized into seven parts. In Part II, the institutional context, mission, goals and logic model are introduced. Parts III, IV and V each focus on a different outcome area, including *student outcomes* in Part III, *program outcomes* in Part IV, and *faculty outcomes* in Part V. In each case, a detailed assessment plan is presented with special attention on methods and instruments as well as assessment processes. Part VI details the use and feedback loop for our assessment findings, and Part VII presents an overall assessment timeline and schedule.

II. Mission, Goals, and Logic Model

A. Institutional Context

Northeastern University is a top-tier academic institution, and our reputation as a leader in preparing our students to contribute to the world around them continues to grow—with a focus on research and experiential learning, both faculty and students are engaged in innovative work all over the globe. Northeastern University strives to create an atmosphere in which students and faculty are empowered to be changemakers, be it through public service or a scientific breakthrough or the design of a new app.

The School of Public Policy and Urban Affairs embodies this spirit by educating students in both theory and practice, preparing them to become effective contributors to social, economic, and environmental change through careers spanning the public, private, and nonprofit sectors. The School's degree and certificate programs and its cutting-edge research centers are putting into place the intellectual and institutional infrastructure required to create lasting solutions for social, economic and environmental challenges, and to generate positive impact on people, be they in the classroom, city hall, boardroom, neighborhood, or around the world.
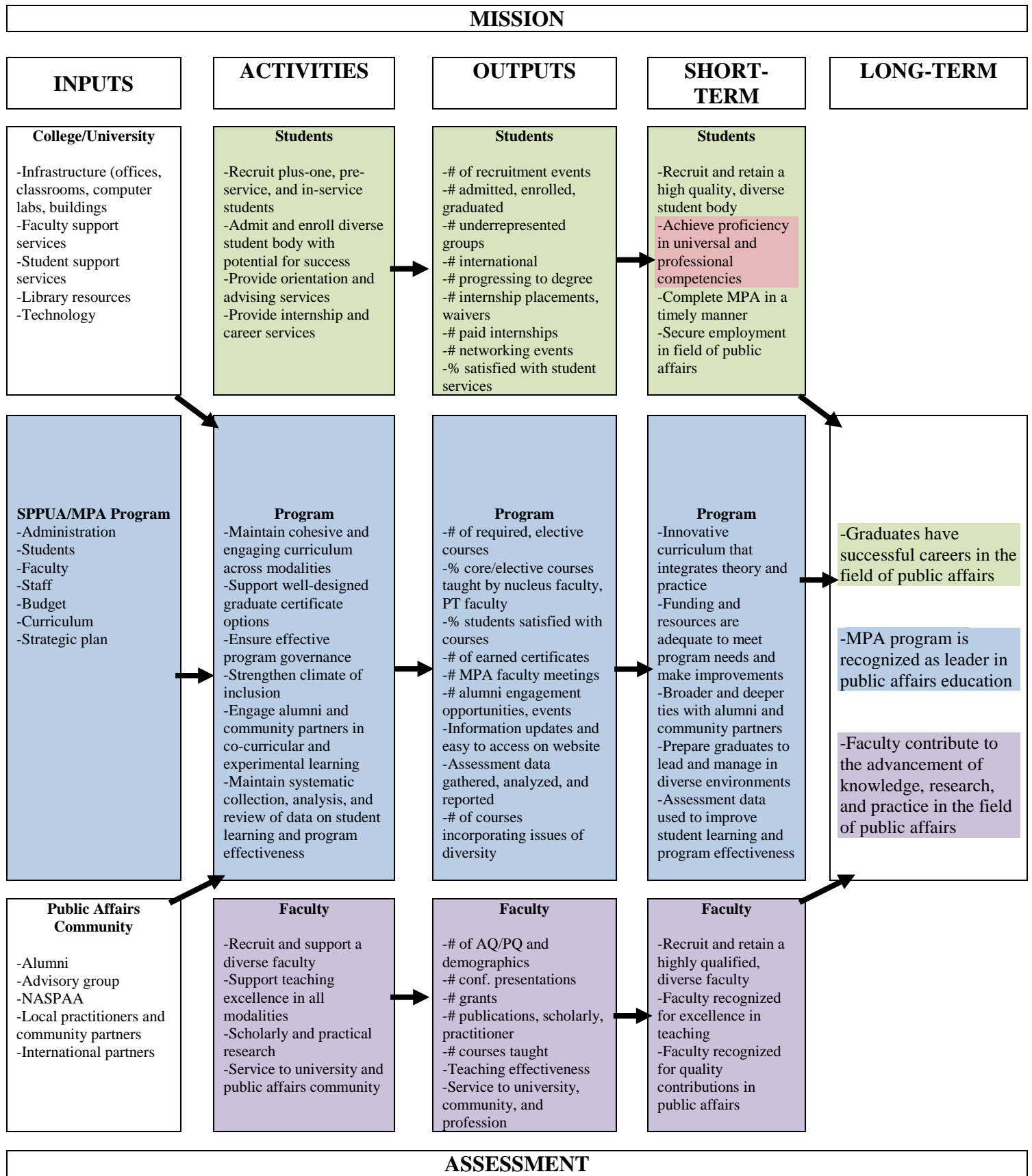
B. Program Mission

The mission of the MPA Program at Northeastern University is to serve the needs of the public affairs community, including students, working professionals, faculty, and researchers, by providing a practice-oriented and research-based graduate educational experience. The faculty pledges the best instruction available in a set of courses designed to integrate theoretical foundations with practical skills. The MPA Program will prepare students to be effective in a dynamic and increasingly diverse professional environment. We also commit ourselves to assisting students in every possible way to secure internships, post-graduate employment, and overall career advancement. Students, in turn, are expected to meet high levels of academic excellence combined with ethical and professional integrity. Committed to the ideals of public service and advancing the public interest, we seek students who share the same enthusiasm.

C. Program Goals

The MPA goals are derived from the program mission and are aligned with the long-term outcomes expressed in the logic model.

1. Prepare students for public affairs careers.
2. Build reputation of MPA program as leader in public affairs education.
3. Faculty advance the field of public affairs.

D. Logic Model

MISSION

INPUTS	ACTIVITIES	OUTPUTS	SHORT-TERM	LONG-TERM

College/University

-Infrastructure (offices, classrooms, computer labs, buildings
-Faculty support services
-Student support services
-Library resources
-Technology

Students

-Recruit plus-one, pre-service, and in-service students
-Admit and enroll diverse student body with potential for success
-Provide orientation and advising services
-Provide internship and career services

Students

-# of recruitment events
-# admitted, enrolled, graduated
-# underrepresented groups
-# international
-# progressing to degree
-# internship placements, waivers
-# paid internships
-# networking events
-% satisfied with student services

Students

-Recruit and retain a high quality, diverse student body
-Achieve proficiency in universal and professional competencies
-Complete MPA in a timely manner
-Secure employment in field of public affairs

SPPUA/MPA Program
-Administration
-Students
-Faculty
-Staff
-Budget
-Curriculum
-Strategic plan

Program

-Maintain cohesive and engaging curriculum across modalities
-Support well-designed graduate certificate options
-Ensure effective program governance
-Strengthen climate of inclusion
-Engage alumni and community partners in co-curricular and experimental learning
-Maintain systematic collection, analysis, and review of data on student learning and program effectiveness

Program

-# of required, elective courses
-% core/elective courses taught by nucleus faculty, PT faculty
-% students satisfied with courses
-# of earned certificates
-# MPA faculty meetings
-# alumni engagement opportunities, events
-Information updates and easy to access on website
-Assessment data gathered, analyzed, and reported
-# of courses incorporating issues of diversity

Program

-Innovative curriculum that integrates theory and practice
-Funding and resources are adequate to meet program needs and make improvements
-Broader and deeper ties with alumni and community partners
-Prepare graduates to lead and manage in diverse environments
-Assessment data used to improve student learning and program effectiveness

-Graduates have successful careers in the field of public affairs

-MPA program is recognized as leader in public affairs education

-Faculty contribute to the advancement of knowledge, research, and practice in the field of public affairs

Public Affairs Community

-Alumni
-Advisory group
-NASPAA
-Local practitioners and community partners
-International partners

Faculty

-Recruit and support a diverse faculty
-Support teaching excellence in all modalities
-Scholarly and practical research
-Service to university and public affairs community

Faculty

-# of AQ/PQ and demographics
-# conf. presentations
-# grants
-# publications, scholarly, practitioner
-# courses taught
-Teaching effectiveness
-Service to university, community, and profession

Faculty

-Recruit and retain a highly qualified, diverse faculty
-Faculty recognized for excellence in teaching
-Faculty recognized for quality contributions in public affairs

ASSESSMENT

III. Student Outcomes

For assessment purposes, it is helpful to divide student outcomes into those related to learning and those associated with services such as admissions, advising, internship, and career development. Each part provides detailed information about assessment methods and instruments, data collection processes and analysis procedures, and how findings can be used to guide program decisions.

A. Student Learning

The MPA Competencies and Learning Outcomes (Table 1) is the product of a multi-year process involving discussions with faculty, students, alumni, community partners, public affairs colleagues at NASPAA, and assessment professionals at Northeastern University. Once finalized in the Fall 2013, the first curriculum map was developed showing where in the core curriculum these outcomes are addressed. Review and discussion of this initial map led to the creation of a new required introductory course at the outset of the program and modification of the culminating Capstone course taken at the conclusion.

In light of these curricular changes, a new MPA Curriculum Map was developed in the Spring 2016. In Table 2, information is presented at the highest level for each competency. More detailed information for each learning outcome is presented in Table 3.

<u>Methods and Instruments</u>

Below is a description of the methods and instruments used to assess MPA competencies and student learning outcomes.

<u>Direct Measures</u>

Student Portfolio Rubric: This rubric evaluates student portfolios to determine proficiency in the core competencies. Given the portfolios are completed at the end of a students' tenure in the MPA program, the intention is that they have a variety of assignments to choose from that highlight the various NASPAA core competencies. The rubric, then, measures not only how individual assignments are meeting the competencies but also indicates how well students understand the competencies and can select an assignment that best highlights mastery of the subject. The initial design of the rubric relied on a six-point scale, ranging from 0 to 5. The instrument was pilot tested in Spring 2015 student portfolios and adjustments for usability and comprehension could be made, including the switch to a four-point scale that ranges from 1 to 4 (1=not proficient at all, 4=very proficient) to maintain consistency with other evaluation instruments. This updated portfolio rubric will be used on all portfolio assessments moving forward.

Student Capstone Rubric: This rubric evaluates student capstone projects to determine proficiency in the core competencies. The capstone project is designed to give the students an opportunity to apply the knowledge that they have gained and skills they have learned to address real-world policy or public service issues. The instrument originally included a five-point scale ranging from 1 to 5. The rubric was pilot tested in Spring 2015 and Fall 2015 capstone projects so adjustments for usability and comprehension could be made. The rubric was adjusted to accommodate a four-point scale ranging from 1 to 4

(1=not proficient at all, 4=very proficient) in order to maintain consistency with the other evaluation instruments, and will be used to evaluate all capstone projects moving forward.

Student Internship Evaluation: Internship experiences are evaluated at the end of each cycle through a questionnaire sent to internship hosts as well as through a student paper. The host questionnaire is a set of eight questions regarding the usefulness, professionalism, and skills of the student intern. Questions are sent to hosts at the beginning of the internship experience so they are aware of what to be thinking about in terms of evaluation, and a follow-up reminder is sent at the end of the experience to collect the answers. The student paper is a course requirement that asks students to either write about their internship experience and how it related to course concepts or write a research paper on a topic relevant to their internship.

Student Internship Rubric: The internship rubric was designed by the internship coordinator to evaluate to what extent the internship experience is allowing students to harness skills and knowledge they have gained in the MPA Program, as identified by the NASPAA required core competencies and the professional competency. The rubric uses the host questionnaire and student papers to look for evidence of mastery. The host surveys and student papers are evaluated on a 1-4 scale (1= poor mastery, 4= excellent mastery) for the relevant competencies and their sub-competencies.

Indirect Measures

Exit Survey: The Exit Survey is administered by the School of Public Policy and Urban Affairs and is sent to all graduates of the School, including MPA, MURP, and PhD graduates. Data included in this evaluation is limited to graduating MPA students. The survey includes structured and open-ended questions that indirectly measure student learning. The survey asks students post-graduation to rate different aspects of the program on a five point scale from 'poor' to 'excellent.' It seeks to determine when the student started and graduated from the MPA Program, their current and future employment status and plans, information on outstanding student loans, as well as collect basic demographic data. The exit survey is designed to help fill in information gaps about MPA students and hear from them directly about how they perceive the program itself and Northeastern University as a whole.

Alumni Survey: Designed in coordination with the Office of Alumni Relations at Northeastern University to gather data on MPA alumni employment, engagement, and satisfaction with the program. It includes structured and open-ended questions that indirectly measure student learning, designed to collect basic demographic data, current employment information, previous employment information to assess change over time, and asks alums to reflect on their time in the program. The survey provides the opportunity for the MPA Program to keep track of alumni to measure their professional development as they move forward from the program and receive valuable feedback about program administration from former students. The survey is administered in coordination with the Office of Alumni Relations in order to maximize the response rate and will be repeated every third year.

Supplemental Course Evaluations: The supplemental course evaluation provides additional data to the University-wide TRACE survey. It indirectly measures student learning by providing students the opportunity to rate the quality of the course, the professor, and the overall contribution it made to their progress in the MPA Program. Questions are open-ended and allow students to provide qualitative data on their interpretation of the syllabus, the course materials,

the in-class experience, the teaching effectiveness of the professor, and the course's contribution to their professional development.

Graduate Learning Survey: Designed in Spring 2016 to measure the extent to which graduating students perceive the effectiveness of the MPA Program in teaching the core competencies. Students were asked how effectively the MPA Program helped them master each of the competencies and sub-competencies using a 4-point scale (1=not effectively at all, 4=very effective). An indirect measure of student learning, this survey was developed to supplement the direct measures.

<u>Data Collection and Analysis</u>

Below is a description of the data collection and analysis procedures for each instrument.

Data Element	Data Source	Collection Frequency	Years Available	Data Analysis
Student Portfolio Rubric	Internal SPPUA	Annually*	2015-present	Portfolios are assessed against the NASPAA core competencies to determine to what extent students are mastering the learning outcomes
Student Capstone Rubric	Internal SPPUA	By Term	2015-present	Serves as a direct measure of the extent to which capstone projects demonstrate evidence of student mastery of the learning outcomes
Student Internship Evaluation	Internal SPPUA	By Term	2015-present	Analysis can occur at two levels: through a review of the student papers and host questionnaires, as well as through the internship matrix which measures to what extent the internship experiences demonstrate evidence of the learning outcomes
Exit Survey	Internal SPPUA	By Term	2015-present	Collects demographic data on departing students and provides direct feedback from students regarding the effectiveness of and their satisfaction with the MPA program through a variety of indicators, for a single term and over time
Alumni Survey	Internal SPPUA	Every Three Years	2016	Collects up-to-date employment data and provides direct feedback from alumni regarding their satisfaction with the MPA program through a variety of indicators

Graduate Learning Survey	Internal SPPUA		2016	Evidence of student perceptions of how effectively they think the MPA program enabled them to master the learning outcomes
Supplemental Course Evaluations (electronic)	Internal SPPUA	By Term	2015-present	Can be used to help evaluate faculty teaching effectiveness and student opinions on the administration of the course

Table 1: MPA Competencies and Student Learning Outcomes
(Approved Fall 2013)

1. **To lead and manage in public governance**
   1.1. Understand the major theories of organizational structure, behavior and change.
   1.2. Understand the core functions, issues and theories of human resource management.
   1.3. Understand budgeting and how governments finance public projects and programs.
   1.4. Develop and apply effective leadership and teamwork skills.
   1.5. Recognize ethical problems and are sensitive to the nuances of ethical situations.

2. **To participate in and contribute to the policy process**
   2.1. Identify and explain the institutional, structural and political contexts of policymaking.
   2.2. Identify and explain the policy process including problem definition, agenda setting, policy formulation, implementation and evaluation.
   2.3. Understand key stakeholder roles and interactions in the policy process.
   2.4. Understand the influence of economics on policy choices and the practices of policy analysis.
   2.5. Plan a policy research/analysis project that makes appropriate use of empirical research tools such as data collection, sampling and statistical analysis.

3. **To analyze, synthesize, think critically, solve problems and make decisions**
   3.1. Employ analytical tools to collect, analyze and interpret data, including appropriate statistical concepts and techniques.
   3.2. Employ quantitative and qualitative methods in decision-making.
   3.3. Identify, analyze and evaluate underlying assumptions of public policy alternatives.
   3.4. Generate new knowledge or synthesis of existing information pertaining to a critical question, issue, or problem related to public policy or administration.
   3.5. Demonstrate reading, writing and analytical skills necessary for decision-making.

4. **To articulate and apply a public service perspective**
   4.1. Identify strategies to enhance equity and representativeness in the public sectors.
   4.2. Understand and apply professional codes of ethics to situations and decisions.
   4.3. Engage citizens in participatory processes.
   4.4. Understand role of transparency and accountability in a democracy.

5. **To communicate and interact productively with a diverse and changing workforce and citizenry**
   5.1. Ability to recognize, consider, respect and balance competing perspectives related to administration and policy.

5.2. Understand how social demographics (including age, social class, ethnicity, religion, language) shape public administration and identify policies to accommodate these changes.

5.3. Ability to communicate results of analysis to diverse audiences by means of oral presentations, written documents, and digital media.

5.4. Ability to think critically regarding the ethical implications of policy and administrative choices with respect to multiple groups and stakeholders.

Professional Competency: To apply knowledge and skills learned to public affairs, administration and policy professions and sectors.

Demonstrate ability to apply knowledge and skills in real-world settings.

Table 2: MPA Curriculum Map: Competencies and Core Courses

	PPUA 6500 Principles of PA	POLS 7202 Quant Techniques	PPUA 6502 Econ Institutions	PPUA 6503 Pub Personnel Admin	PPUA 6504 Org Theory & Mgmt	PPUA 6505 Pub Budgeting & Fin Mgmt	PPUA 6506 Policy Analysis	PPUA 6507 Institutional Leadership	PPUA 7673 Capstone
1: To lead and manage in public governance	x		x	x	x	x	x	x	x
2: To participate in and contribute to the public policy process	x		x		x	x	x	x	x
3: To analyze, synthesize, think critically, solve problems and make decisions	x	x	x	x	x	x	x	x	x
4: To articulate and apply a public service perspective	x		x	x				x	x
5: To communicate and interact productively with a diverse and changing workforce and citizenry	x		x	x	x	x	x	x	x
Professional: To apply knowledge and skills learned to public affairs, administration and policy professions and sectors									x

Table 3: Learning Outcomes and Core Courses

Competency 1: To lead and manage in public governance	PPUA 6500 Principles of PA	POLS 7202 Quant Techniques	PPUA 6502 Econ Institutions	PPUA 6503 Pub Personnel Admin	PPUA 6504 Org Theory & Mgmt	PPUA 6505 Pub Budgeting & Fin Mgmt	PPUA 6506 Policy Analysis	PPUA 6507 Institutional Leadership	PPUA 7673 Capstone
1.1 Understand the major theories of organizational structure, behavior and change.	x			x	x			x	
1.2 Understand the core functions, issues and theories of human resource management.				x				x	
1.3 Understand budgeting and how governments finance public projects and programs.				x		x			
1.4 Develop and apply effective leadership and teamwork skills.	x							x	x
1.5 Recognize ethical problems and are sensitive to the nuances of ethical situations	x			x			x	x	

Competency 2: To participate in and contribute to the public policy process	PPUA 6500 Principles of PA	POLS 7202 Quant Techniques	PPUA 6502 Econ Institutions	PPUA 6503 Pub Personnel Admin	PPUA 6504 Org Theory & Mgmt	PPUA 6505 Pub Budgeting & Fin Mgmt	PPUA 6506 Policy Analysis	PPUA 6507 Institutional Leadership	PPUA 7673 Capstone
2.1 Identify and explain the institutional, structural and political contexts of policymaking.					x		x	x	
2.2 Identify and explain the policy process including problem definition, agenda setting, policy formulation, implementation and evaluation.							x	x	
2.3 Understand key stakeholder roles and interactions in the policy process.	x				x		x	x	x
2.4 Understand the influence of economics on policy choices and the practices of policy analysis.			x			x			
2.5 Plan a policy research/analysis project that makes appropriate use of empirical research tools such as data collection, sampling and statistical analysis.							x		x

Competency 3: To analyze, synthesize, think critically, solve problems and make decisions	PPUA 6500 Principles of PA	POLS 7202 Quant Techniques	PPUA 6502 Econ Institutions	PPUA 6503 Pub Personnel Admin	PPUA 6504 Org Theory & Mgmt	PPUA 6505 Pub Budgeting & Fin Mgmt	PPUA 6506 Policy Analysis	PPUA 6507 Institutional Leadership	PPUA 7673 Capstone
3.1 Employ analytical tools to collect, analyze and interpret data, including appropriate statistical concepts and techniques.		x			x		x		x
3.2 Employ quantitative and qualitative methods in decision-making.		x							x
3.3 Identify, analyze and evaluate underlying assumptions of public policy alternatives.							x		
3.4 Generate new knowledge or synthesis of existing information pertaining to a critical question, issue, or problem related to public policy or administration.		x					x	x	x
3.5 Demonstrate reading, writing and analytical skills necessary for decision-making.	x	x	x	x		x	x	x	x

Competency 4: To articulate and apply a public service perspective	PPUA 6500 Principles of PA	POLS 7202 Quant Techniques	PPUA 6502 Econ Institutions	PPUA 6503 Pub Personnel Admin	PPUA 6504 Org Theory & Mgmt	PPUA 6505 Pub Budgeting & Fin Mgmt	PPUA 6506 Policy Analysis	PPUA 6507 Institutional Leadership	PPUA 7673 Capstone
4.1 Identify strategies to enhance equity and representativeness in the public sector.								x	
4.2 Understand and apply professional codes of ethics to situations and decisions.	x		x	x				x	x
4.3 Engage citizens in participatory processes.	x							x	
4.4 Understand role of transparency and accountability in a democracy.	x								

Competency 5: To communicate and interact productively with a diverse and changing workforce and citizenry	PPUA 6500 Principles of PA	POLS 7202 Quant Techniques	PPUA 6502 Econ Institutions	PPUA 6503 Pub Personnel Admin	PPUA 6504 Org Theory & Mgmt	PPUA 6505 Pub Budgeting & Fin Mgmt	PPUA 6506 Policy Analysis	PPUA 6507 Institutional Leadership	PPUA 7673 Capstone
5.1 Ability to recognize, consider, respect and balance competing perspectives related to administration and policy.	x			x			x	x	x
5.2 Understand how social demographics (incl. age, class, ethnicity, religion, language) shape public administration and identify policies to accommodate these changes.	x							x	x
5.3 Ability to communicate results of analysis to diverse audiences by means of oral presentations, written documents, and digital media.	x		x		x	x	x	x	x
5.4 Ability to think critically regarding the ethical implications of policy and administrative choices with respect to multiple groups and stakeholders.	x								x

Professional Competency: To apply knowledge and skills learned to public affairs, administration and policy professions and sectors	**PPUA 6500 Principles of PA**	**POLS 7202 Quant Techniques**	**PPUA 6502 Econ Institutions**	**PPUA 6503 Pub Personnel Admin**	**PPUA 6504 Org Theory & Mgmt**	**PPUA 6505 Pub Budgeting & Fin Mgmt**	**PPUA 6506 Policy Analysis**	**PPUA 6507 Institutional Leadership**	**PPUA 7673 Capstone**
Demonstrate ability to apply knowledge and skills in real-world settings.									**x**

III. Student Outcomes (continued)

B. Student Services

Student services is comprised of recruitment and admissions activities, along with monitoring of progress and specialized support in the areas of internship and career services. The logic model gives a central place to these critical operations, including.

- Effective recruitment strategies and admissions procedures ensure a diverse student body with demonstrated potential for success. This includes *PlusOne*, pre-service, and in-service students.

- High quality support services enable students to complete their degrees in a timely fashion and advance their careers in public service. This includes advising and tracking of student progress, along with internship support and job placement assistance.

As the Mission Statement boldly declares: *The MPA program will prepare students to be effective in a dynamic and increasingly diverse professional environment. We also commit ourselves to assisting students in every possible way to secure internships, post-graduate employment, and overall career advancement.*

Methods and Instruments

Below is a description of the methods and instruments used to assess student service outcomes.

Exit Survey: The Exit Survey is administered by the School of Public Policy and Urban Affairs and is sent to all graduates of the School, including MPA, MURP, and PhD graduates. Data included in this evaluation is limited to graduating MPA students. The survey asks students post-graduation to rate different aspects of the program on a five point scale from 'poor' to 'excellent.' The survey is conducted 3 times a year (May, August, and January) corresponding to the 3 graduation dates.

Alumni Survey: Designed in coordination with the Office of Alumni Relations at Northeastern University to gather data on MPA alumni employment, engagement, and satisfaction with the program, the survey includes structured and open-ended questions that indirectly measure student learning, designed to collect basic demographic data, current employment information, previous employment information to assess change over time, and asks alums to reflect on their time in the program. The survey provides the opportunity for the MPA Program to keep track of alumni to measure their professional development as they move forward from the program and receive valuable feedback about program administration from former students. The survey is administered in coordination with the alumni office in order to maximize the response rate and will be repeated every third year.

Administrative Datasets: The MPA Program makes extensive use of two major University databases, including *Apply Yourself* (AY) for admissions and *Banner* for course scheduling and student data. In addition, as part of our partnership with NU Global Network, a 'lead' database is maintained in Salesforce. Data are typically extracted from these datasets and maintained by administrative staff of the School. The administrative staff also maintains supplemental datasets reflecting additional information is collected internally by the School. Through the use of interconnected spreadsheets, students are tracked from pre-admissions through post-graduation.

Internship: MPA students are required to complete an internship as part of their required coursework. Students currently employed in the public affairs domain and students with at least one year of relevant post-baccalaureate work experience in the public affairs domain may apply for a waiver to the internship requirement. The waiver form requires information about the student's past experience and submission of a current resume and requires approval of the Director of the MPA Program. Internship experiences are evaluated at the end of each cycle through a questionnaire sent to internship hosts as well as through a student paper.

Data Collection and Analysis

Data Element	Data Source	Collection Frequency	Years Available	Data Analysis
Number of Recruitment Events	Internal SPPUA	By Term	2015-present	Used as an indicator of MPA program efforts to recruit a diverse student body with the potential for success
Admitted/Enrolled/ Graduated	AY, Banner, Internal SPPUA	By Term	2007-present	Can be used to assess recruitment efforts, student acceptance rate, and student progression towards their degree. Data can be analyzed to track change over time.
Student Diversity	AY, Internal SPPUA	Annually	2007-present	Can be analyzed by year or over time to assess changes in diversity
Progression toward Degree	Banner	Annually	2009-present	Can be used as an indicator of the program's capacity to support students to stay on track to get their degree on time.
Internship Placements and Waivers	Internal SPPUA	By Term	2012-present	Serves as evidence of student learning and a measure of the number of students pre-service and in-service. Placement data also tracks the number of paid internships students are able to secure. Data can be analyzed by term and over time to track change in student composition.

Networking Events	Internal SPPUA	Annually	2015-present	Indicates extent to which MPA Program is facilitating opportunities for their students to make connections in the field
Student Satisfaction with Student Services	Exit Survey, Alumni Survey	By Term, Every Three Years	2016-present	Provides direct feedback from students regarding the quality of support services in the MPA program through a variety of indicators, for a single term and over time

IV. Program Outcomes

Program operations encompass both students and faculty but the focus here is on administrative and governance capacity to fulfill the program mission. This includes a wide range of activities from scheduling of core and elective courses across modalities to building a climate of inclusion across the curriculum and within the MPA community; from broadening and deepening the engagement of alumni to strengthening capacity for assessment.

<u>Methods and Instruments</u>

Below is a description of the methods and instruments used to assess program outcomes.

Supplemental Course Evaluation: The supplemental course evaluation provides additional data to the University-wide TRACE survey and includes measures of student satisfaction with a course and space for open-ended responses. At the end of each semester, students are asked to complete course evaluations. The supplemental course evaluations are conducted per semester for every course offered in the School. Supplemental course evaluations were first distributed to students in Spring 2015.

Exit Survey: The Exit Survey is administered by the School of Public Policy and Urban Affairs and is sent to all graduates of the School, including MPA, MURP, and PhD graduates. Data included in this evaluation is limited to graduating MPA students. The survey asks students post-graduation to rate different aspects of their satisfaction with the program on a five point scale from 'poor' to 'excellent.' The survey is conducted 3 times a year (May, August, and January) corresponding to the 3 graduation dates.

Alumni Survey: Designed in coordination with the Office of Alumni Relations at Northeastern University to gather data on MPA alumni employment, engagement, and satisfaction with the program, the survey includes structured and open-ended questions that indirectly measure student learning, designed to collect basic demographic data, current employment information, previous employment information to assess change over time, and asks alums to reflect on their time in the program. The survey provides the opportunity for the MPA Program to keep track of alumni to measure their professional development as they move forward from the program and receive valuable feedback about program administration from former students. The survey is administered in coordination with the alumni office in order to maximize the response rate and will be repeated every third year.

Administrative Datasets: The MPA Program makes extensive use the University's *Banner* course scheduling to track faculty teaching assignments and courses offered. The administrative staff also maintain extensive datasets reflecting faculty and student information such as Curriculum Vitae, the status of ongoing projects and grants, and the number of students enrolled in core courses and certificate programs. Much of these data are maintained by the MPA Director in collaboration with the SPUPPA Director and the Office of the Dean, with support from the program's administrative staff.

Data Collection and Analysis

Data Element	Data Source	Collection Frequency	Years Available	Data Analysis
Core and Elective Courses	Banner, Internal SPPUA	Annually	2009-present	Used to ensure that core and elective program courses are being offered regularly and at consistent intervals
Earned Certificates	Internal SPPUA	By term	2013	Tracks the amount of interest and success of students interested in supplemental and more tailored educational outcomes
Course Evaluations	MPA Supplemental Course Evaluations	By Term	2014-present	Provides direct feedback from students regarding the quality of MPA courses and faculty
Student and Alumni Satisfaction	Exit Survey, Alumni Survey	By Term, Every Three Years	2014-present	Provides direct feedback from students regarding the quality of many elements of the MPA program
Funding, Resources	Internal SPPUA	Annually	2009-present	Evidence of the capacity of the MPA program to operate and effectively serve students
MPA Faculty Meetings	Internal SPPUA	Annually	2009-present	Serves as evidence of faculty engagement in program administration and planning
Website Maintenance	Internal SPPUA, Google Analytics	Ongoing	2012-present	Can be used to evaluate capacity of program to maintain website as well as indicate program priorities and specific efforts to reach prospective and current students
Inclusive Climate	Exit and Alumni Surveys	By Term, Every Three Years	2014-present	To ensure that all MPA program stakeholders, including its faculty and students, feel welcomed and included in the program
Alumni Engagement Opportunities	Alumni Survey	Every Three Years	2016-present	Is a measure of the degree to which the MPA program is able to maintain connections with and engagement of

				alumni
Assessment and Evaluation Data	Internal SPPUA	Ongoing	2009-present	To ensure that the MPA program is evaluated and updated according to student learning, student service, faculty, and program evaluation outcomes

IV. Faculty Outcomes

Maintaining a diverse faculty who are effective teachers, involved in research and scholarly activities, and provide service to the community and profession are the desired short-term outcomes. These achievements are expected to lead to wider external recognition and help strengthen the reputation of the program.

Methods and Instruments

Below is a description of the methods and instruments used to assess faculty outcomes.

TRACE Survey: Administered by the University, students in all programs are asked to evaluate each course they took during the semester. The survey asks students to answer a series of questions in four categories: course related, learning related, instructor related, and instructor effectiveness. Students rate a variety of indicators for each category using a 5 point scale from "strongly disagree" to "strongly agree"—indicators cover how useful course materials were to how effectively the professor used class time to whether or not a student learned a lot in the course. Trace surveys are made available at the end of each semester and students are sent multiple email reminders to help promote participation.

Supplemental Course Evaluations: The supplemental course evaluation provides additional data to the University-wide TRACE survey. It provides students the opportunity to rate the quality of the course, the professor, and the overall contribution it made to their progress in the MPA Program. Questions are open-ended and allow students to provide qualitative data on their interpretation of the syllabus, the course materials, the in-class experience, the teaching effectiveness of the professor, and the course's contribution to their professional development. The supplemental course evaluations are conducted per semester for every course offered in the School of Public Policy and Urban Affairs.

Administrative Datasets: The MPA Program makes extensive use the University's *Banner* course scheduling to track faculty-student ratios and faculty teaching assignments. School administrators also maintain extensive portfolios and datasets reflecting faculty information such as Curriculum Vitae, recent grants and publications, and ongoing community and public service activities. Much of this data is maintained by the MPA Director in collaboration with the SPUPPA Director and the Office of the Dean, with support from administrative staff.

Exit Survey: The Exit Survey is administered by the School of Public Policy and Urban Affairs and is sent to all graduates of the School, including MPA, MURP, and PhD graduates. Data included in this evaluation is limited to graduating MPA students. The survey asks students post-graduation to rate different aspects of their satisfaction with the faculty on a five-point scale from

'poor' to 'excellent.' The survey is conducted 3 times a year (May, August, and January) corresponding to the 3 graduation dates.

Data Collection and Analysis

Data Element	Data Source	Collection Frequency	Years Available	Data Analysis
Faculty Diversity	Internal SPPUA	Annual	2009-present	Used as an indicator of MPA program efforts to recruit a diverse faculty
Faculty Qualifications	Internal SPPUA	Annual	2009-present	Used as an indicator of MPA program efforts to recruit a strong and qualified faculty
Faculty Promotion	Internal SPPUA	Annual	2009-present	Evidence of ongoing improvement and professional development in support of a strong and qualified faculty
Faculty Performance Appraisals	Internal SPPUA	Annual	2012-present	Evidence of ongoing improvement and professional development in support of a strong and qualified faculty
Course Evaluations	TRACE, SPPUA Supplemental Course Evaluation	Each Term	2009-present	Provides direct feedback from students regarding the quality of MPA courses and faculty
Course Load and Class Size	Banner	By Term	2009-present	Serves as evidence of faculty engagement in the program and the student-teacher ratio in the classroom. Also provides evidence of program capacity to distribute courses amongst faculty and maintain desired class size.
Student Satisfaction with Faculty	Exit Survey, Alumni Survey	By Term, Every Three Years	2014-present	Provides direct feedback from students regarding the quality of faculty in the MPA program through a variety of indicators, for a single term and over time
Contributions to the Field (Publications, Reports, Grants, Presentations)	Internal SPPUA	Annually	2009-present	Evidence of ongoing improvement and professional development in support of a strong and qualified faculty

VI. Use and Feedback Loop

Assessment results on student learning, student services, program and faculty will be reviewed annually at an MPA faculty retreat held at the beginning of every academic year. While data collection and analysis will occur year-round under the direction of the Assessment Committee, the retreat will serve as an important opportunity for the faculty to come together and use the data to guide decisions regarding program improvement in all four categories. For example, after student learning data indicated that the capstone experience was not meeting student or program expectations, the faculty decided on a major overhaul to the class that changed the way projects were selected and distributed amongst students. As results from the Spring 2016 capstone assessment shows, the capstone experience is improving due to these changes. Assessment results will also be shared with key stakeholders, including students, alumni, community partners, and colleagues in the public affairs community to garner feedback and for purposes of accountability. A broad array of communications vehicles will be utilized to disseminate these results, from websites and social media to reports and presentations.

VII. Overall Assessment Timeline

MPA Competencies & Learning Outcomes	2016	2017	2018	2019	2020	2021	2022	2023	2024
1: To lead and manage in public governance		■		■		■		■	
2: To participate in and contribute to the public policy process	■		■		■		■		■
3: To analyze, synthesize, think critically, solve problems and make decisions	■		■		■		■		■
4: To articulate and apply a public service perspective		■		■		■		■	
5: To communicate and interact productively with a diverse and changing workforce and citizenry	■		■		■		■		■
Professional: To apply knowledge and skills learned to public affairs, administration and policy professions and sectors		■		■		■		■	

Alumni Survey Schedule
- Spring 2016
- Spring 2019
- Spring 2022

Data Catalog

MPA Data Catalog

Student Learning

Data Element	Data Source	Collection Frequency	Years Available	Data Analysis
Student Portfolio Rubric	Internal SPPUA	Annually	2015-present	Portfolios are assessed against the core competencies to determine to what extent students are mastering the learning outcomes
Student Capstone Rubric	Internal SPPUA	By Term	2015-present	Serves as a direct measure of the extent to which capstone projects demonstrate evidence of student mastery of the learning outcomes
Student Internship Evaluation	Internal SPPUA	By Term	2015-present	Analysis can occur at two levels: through a review of the student papers and host questionnaires, as well as through the internship matrix which measures to what extent the internship experiences demonstrate evidence of the learning outcomes
Exit Survey	Internal SPPUA	By Term	2015-present	Collects demographic data on departing students and provides direct feedback from students regarding the effectiveness of and their satisfaction with the MPA program through a variety of indicators, for a single term and over time
Alumni Survey	Internal SPPUA	Every Three Years	2016	Collects up-to-date employment data and provides direct feedback from alumni regarding their satisfaction with the MPA program through a variety of indicators
Graduate Learning Survey	Internal SPPUA		2016	Evidence of student perceptions of how effectively they think the MPA program enabled them to master the learning outcomes
Supplemental Course Evaluations (electronic)	Internal SPPUA	By Term	2015-present	Can be used to help evaluate faculty teaching effectiveness and student opinions on the administration of the course

Student Services

Data Element	Data Source	Collection Frequency	Years Available	Data Analysis
Number of Recruitment Events	Internal SPPUA	By Term	2015-present	Used as an indicator of MPA program efforts to recruit a diverse student body with the potential for success
Admitted/Enrolled/ Graduated	AY, Banner, Internal SPPUA	By Term	2007-present	Can be used to assess recruitment efforts, student acceptance rate, and student progression towards their degree. Data can be analyzed to track change over time.
Student Diversity	AY, Internal SPPUA	Annually	2007-present	Can be analyzed by year or over time to assess changes in diversity
Progression toward Degree	Banner	Annually	2009-present	Can be used as an indicator of the program's capacity to support students to stay on track to get their degree on time.
Internship Placements and Waivers	Internal SPPUA	By Term	2012-present	Serves as evidence of student learning and a measure of the number of students pre-service and in-service. Placement data also tracks the number of paid internships students are able to secure. Data can be analyzed by term and over time to track change in student composition.
Networking Events	Internal SPPUA	Annually	2015-present	Indicates extent to which MPA Program is facilitating opportunities for their students to make connections in the field
Student Satisfaction with Student Services	Exit Survey, Alumni Survey	Every Term, Every Three Years	2016-present	Provides direct feedback from students regarding the quality of support services in the MPA program through a variety of indicators, for a single term and over time

Program

Data Element	Data Source	Collection Frequency	Years Available	Data Analysis
Core and Elective Courses	Banner, Internal SPPUA	Annually	2009-present	Used to ensure that core and elective program courses are being offered regularly and at consistent intervals
Earned Certificates	Internal SPPUA	By term	2013	Tracks the amount of interest and success of students interested in supplemental and more tailored educational outcomes
Course Evaluations	Course Evaluations	By Term	2014-present	Provides direct feedback from students regarding the quality of MPA courses and faculty
Student and Alumni Satisfaction	Exit Survey, Alumni Survey	By Term, Every Three Years	2014-present	Provides direct feedback from students regarding the quality of many elements of the MPA Program
Funding, Resources	Internal SPPUA	Annually	2009-present	Evidence of the capacity of the MPA Program to operate and effectively serve students
MPA Faculty Meetings	Internal SPPUA	Annually	2009-present	Serves as evidence of faculty engagement in program administration and planning
Website Maintenance	Internal SPPUA, Google Analytics	Ongoing	2012-present	Can be used to evaluate capacity of program to maintain website as well as indicate program priorities and specific efforts to reach prospective and current students
Inclusive Climate	Exit Survey, Alumni Survey	By Term, Every Three Years	2014-present	To ensure that all MPA program stakeholders, including faculty and students, feel welcomed and included in the program

Alumni Engagement Opportunities	Alumni Survey	Every Three Years	2016-present	Is a measure of the degree to which the MPA program is able to maintain connections with and engagement of alumni
Assessment and Data Evaluation	Internal SPPUA	Ongoing	2009-present	To ensure that the MPA program is evaluated and updated according to student learning, student service, faculty, and program evaluation outcomes

Faculty

Data Element	Data Source	Collection Frequency	Years Available	Data Analysis
Faculty Diversity	Internal SPPUA	Annual	2009-present	Used as an indicator of MPA Program efforts to recruit a diverse faculty
Faculty Qualifications	Internal SPPUA	Annual	2009-present	Used as an indicator of MPA Program efforts to recruit a strong and qualified faculty
Faculty Promotion	Internal SPPUA	Annual	2009-present	Evidence of ongoing improvement and professional development in support of a strong and qualified faculty
Faculty Performance Appraisals	Home Academic Unit	Annual	2012-present	Evidence of ongoing improvement and professional development in support of a strong and qualified faculty
Course Evaluations	TRACE, SPPUA Supplemental Course Evaluation	Each Term	2009-present	Provides direct feedback from students regarding the quality of MPA courses and faculty
Course Load and Class Size	Banner	By Term	2009-present	Serves as evidence of faculty engagement in the program and the student-teacher ratio in the classroom. Also provides evidence of program capacity to distribute courses amongst faculty and maintain desired class size
Student Satisfaction with Faculty	Exit Survey, Alumni Survey	By Term, Every Three Years	2014-present	Provides direct feedback from students regarding the quality of faculty in the MPA program through a variety of indicators, for a single term and over time
Contributions to the Field (Publications, Reports, Grants, Presentations)	Internal SPPUA	Annually	2009-present	Evidence of ongoing improvement and professional development in support of a strong and qualified faculty

Assessment Rubrics

Northeastern University

College of Social Sciences and Humanities

School of Public Policy and Urban Affairs

Master of Public Administration Program

ASSESSMENT RUBRICS

Boston, Massachusetts

CONTENTS

Assessment Rubrics

A. Capstone Rubric

MPA Capstone Rubric					
1. To lead and manage in public governance	**Weak Evidence (1)**	**Good Evidence (2)**	**Excellent Evidence (3)**	**Outstanding Evidence (4)**	**Score**
1.1 Understand the major theories of organizational structure, behavior and change.					
1.2 Understand the core functions, issues and theories of human resource management.					
1.3 Understand budgeting and how governments finance public projects and programs.					
1.4 Develop and apply effective leadership and teamwork skills.					
1.5 Recognize ethical problems and are sensitive to the nuances of ethical situations.					
2. To participate in and contribute to the policy process	**Weak Evidence (1)**	**Good Evidence (2)**	**Excellent Evidence (3)**	**Outstanding Evidence (4)**	**Score**
2.1 Identify and explain the institutional, structural and political contexts of policymaking.					
2.2 Identify and explain the policy process including problem definition, agenda setting, policy formulation, implementation and evaluation.					
2.3 Understand key stakeholder roles and interactions in the policy process.					
2.4 Understand the influence of economics on policy choices and the practices of policy analysis.					

2.5 Plan a policy research/analysis project that makes appropriate use of empirical research tools such as data collection, sampling and statistical analysis					
3. To analyze, synthesize, think critically, solve problems and make decisions	**Weak Evidence (1)**	**Good Evidence (2)**	**Excellent Evidence (3)**	**Outstanding Evidence (4)**	**Score**
3.1 Employ analytical tools to collect, analyze and interpret data, including appropriate statistical concepts and techniques.					
3.2 Employ quantitative and qualitative methods in decision-making.					
3.3 Identify, analyze and evaluate underlying assumptions of public policy alternatives.					
3.4 Generate new knowledge or synthesis of existing information pertaining to a critical question, issue, or problem related to public policy or administration.					
3.5 Demonstrate reading, writing and analytical skills necessary for decision-making.					
4. To articulate and apply a public service perspective	**Weak Evidence (1)**	**Good Evidence (2)**	**Excellent Evidence (3)**	**Outstanding Evidence (4)**	**Score**
4.1 Identify strategies to enhance equity and representativeness in the public sectors.					
4.2 Understand and apply professional codes of ethics to situations and decisions.					
4.3 Engage citizens in participatory processes.					
4.4 Understand role of transparency and accountability in a democracy.					
5. To communicate and interact productively with a diverse and changing workforce and citizenry	**Weak Evidence (1)**	**Good Evidence (2)**	**Excellent Evidence (3)**	**Outstanding Evidence (4)**	**Score**

5.1 Ability to recognize, consider, respect and balance competing perspectives related to administration and policy.					
5.2 Understand how social demographics (including age, social class, ethnicity, religion, language) shape public administration and identify policies to accommodate these changes.					
5.3 Ability to communicate results of analysis to diverse audiences by means of oral presentations, written documents, and digital media.					
5.4 Ability to think critically regarding the ethical implications of policy and administrative choices with respect to multiple groups and stakeholders.					
Professional Competency. To apply knowledge and skills learned to public affairs, administration and policy professions and sectors.	**Weak Evidence (1)**	**Good Evidence (2)**	**Excellent Evidence (3)**	**Outstanding Evidence (4)**	**Score**
Demonstrate ability to apply knowledge and skills in real-world settings.					

B. Portfolio Rubric

MPA Portfolio Rubric					
1. To lead and manage in public governance	**Not Proficient At All [1]**	**Not Too Proficient [2]**	**Somewhat Proficient [3]**	**Very Proficient [4]**	**SCORE**
Understand the major theories of organizational structure, behavior and change.					
Understand the core functions, issues and theories of human resource management.					
Understand budgeting and how governments finance public projects and programs.					
Develop and apply effective leadership and teamwork skills.					
Recognize ethical problems and are sensitive to the nuances of ethical situations.					
2. To participate in and contribute to the policy process	**Not Proficient At All [1]**	**Not Too Proficient [2]**	**Somewhat Proficient [3]**	**Very Proficient [4]**	**SCORE**
Identify and explain the institutional, structural and political contexts of policymaking.					

Identify and explain the policy process including problem definition, agenda setting, policy formulation, implementation and evaluation.					
Understand the influence of economics on policy choices and the practices of policy analysis.					
Plan a policy research/analysis project that makes appropriate use of empirical research tools such as data collection, sampling and statistical analysis.					
3. To analyze, synthesize, think critically, solve problems and make decisions	**Not Proficient At All [1]**	**Not Too Proficient [2]**	**Somewhat Proficient [3]**	**Very Proficient [4]**	**SCORE**
Employ analytical tools to collect, analyze and interpret data, including appropriate statistical concepts and techniques.					
Employ quantitative and qualitative methods in decision-making.					
Identify, analyze and evaluate underlying assumptions of public policy alternatives.					
Generate new knowledge or synthesis of existing information pertaining to a critical question, issue, or					

problem related to public policy or administration.					
Demonstrate reading, writing and analytical skills necessary for decision-making.					
4. To articulate and apply a public service perspective	**Not Proficient At All [1]**	**Not Too Proficient [2]**	**Somewhat Proficient [3]**	**Very Proficient [4]**	**SCORE**
Identify strategies to enhance equity and representativeness in the public sectors.					
Understand and apply professional codes of ethics to situations and decisions.					
Engage citizens in participatory processes.					
Understand role of transparency and accountability in a democracy					
5. To communicate and interact productively with a diverse and changing workforce and citizenry	**Not Proficient At All [1]**	**Not Too Proficient [2]**	**Somewhat Proficient [3]**	**Very Proficient [4]**	**SCORE**

Ability to recognize, consider, respect and balance competing perspectives related to administration and policy.				
Understand how social demographics (including age, social class, ethnicity, religion, language) shape public administration and identify policies to accommodate these changes.				
Ability to communicate results of analysis to diverse audiences by means of oral presentations, written documents, and digital media.				
Ability to think critically regarding the ethical implications of policy and administrative choices with respect to multiple groups and stakeholders.				
Professional Competence: To apply knowledge and skills learned to public affairs, administration and policy professions and sectors.	**Not Proficient At All [1]**	**Not Too Proficient [2]**	**Somewhat Proficient [3]**	**Very Proficient [4]**	**SCORE**
Demonstrate ability to apply knowledge and skills in real-world settings.				

C. Internship Rubric

MPA Internship Rubric					
	Poor Mastery [1]	**Fair Mastery [2]**	**Good Mastery [3]**	**Excellent Mastery [4]**	**Score**
1. To lead and manage in public governance					
2. To participate in and contribute to the policy process					
3. To analyze, synthesize, think critically, solve problems and make decisions					
4. To articulate and apply a public service perspective					
5. To communicate and interact productively with a diverse and changing workforce and citizenry					
Professional Competence. To apply knowledge and skills learned to public affairs, administration and policy professions and sectors.					

Assessment Survey Instruments

Northeastern University

College of Social Sciences and Humanities

School of Public Policy and Urban Affairs

Master of Public Administration Program

ASSESSMENT SURVEY INSTRUMENTS

Boston, Massachusetts

CONTENTS

Survey Instruments

School of Public Policy and Urban Affairs Exit Survey

The purpose of this survey is to find out from you about your graduate education experience at Northeastern University. Your responses are very important to assist us in continually improving the quality of the program and better serving our graduate students. Your responses will remain absolutely confidential. If you have questions about this study, please contact sppua@neu.edu. Thank you for your time.

*1. Which degree did you complete?

○ MPA

○ MS Urban and Regional Policy

○ MS Law and Public Policy

○ MS Urban Informatics

*2. What year did you begin your degree program?

[   ]

*3. In what semester did you begin your degree program?

○ Fall

○ Spring

○ Summer 1

○ Summer 2

Please indicate your semester of graduation with the following two questions.
Note if your degree was conferred in January your semester of graduation is Fall of the previous year
(e.g. a student with a January 9, 2015 commencement should select Fall 2014)

*4. After which semester did you graduate?

○ Spring

○ Summer

○ Fall

*5. In what year did you graduate?

[   ]

School of Public Policy and Urban Affairs Exit Survey

*6. Please rate your reasons for coming to Northeastern University

	Not Important	Somewhat Important	Very Important	Most Important	No Opinion
Location	○	○	○	○	○
Availability of funding	○	○	○	○	○
Availability of online courses	○	○	○	○	○
Professionally accredited by NASPAA	○	○	○	○	○
Reputation of Northeastern University	○	○	○	○	○
Reputation of your degree program	○	○	○	○	○
Reputation of the Faculty	○	○	○	○	○
Reputation of the professional network	○	○	○	○	○

School of Public Policy and Urban Affairs Exit Survey

	Not Important	Somewhat Important	Very Important	Most Important	No Opinion

School of Public Policy and Urban Affairs Exit Survey

School of Public Policy and Urban Affairs Exit Survey

*7. Please rate each of the following aspects of your degree program

	Poor	Below Average	Average	Above Average	Excellent	No Opinion
Quality of the faculty	○	○	○	○	○	○
Quality of the instruction of the courses	○	○	○	○	○	○
Quality of the internship experience	○	○	○	○	○	○
Quality of the capstone experience	○	○	○	○	○	○
Quality of the advising experience	○	○	○	○	○	○
Quality of the career services	○	○	○	○	○	○
Quality of network opportunity	○	○	○	○	○	○
Quality of the preparation to work in a globalized and diverse society	○	○	○	○	○	○
Quality of the preparation to act ethically and serve the public good	○	○	○	○	○	○
Overall experience	○	○	○	○	○	○

*8. Are you currently working in your chosen career area?

○ Yes

○ No

School of Public Policy and Urban Affairs Exit Survey

Current Employment Information

*9. Where do you currently work? (Organization/Agency Name)

[   ]

*10. What is your current title/position?

[   ]

*11. Please select the category that best describes your employer.

○ Government Service

○ Nonprofit Organization

○ Private Sector

*12. Did you obtain this position as a result of your internship?

○ Yes

○ No

○ N/A (My internship was waived)

School of Public Policy and Urban Affairs Exit Survey

Post-Graduation

*13. What are your immediate post-graduation plans?

- ⬭ Starting a new job

- ⬭ Seeking employment

- ⬭ Self Employment

- ⬭ Military Service

- ⬭ Further graduate study

- ⬭ Not seeking employment

School of Public Policy and Urban Affairs Exit Survey

Future Employment

Please enter the details of the job that you will begin after graduation. If you do not have a job secured, please go back to the previous page and select "Seeking Employment"

*14. Where will you begin your new job? (Organization/Agency name)

[   ]

*15. What is your new job title/position?

[   ]

*16. Please select the category that best describes your future employer.

○ Government Service

○ Nonprofit Organization

○ Private Sector

*17. Did you obtain this position as a result of your internship?

○ Yes

○ No

○ N/A (My internship was waived)

School of Public Policy and Urban Affairs Exit Survey

School of Public Policy and Urban Affairs Exit Survey

*18. Did you complete the degree on a full-time or part-time basis?

(If your status fluctuated during your matriculation please select part-time)

⭕ Full-time

⭕ Part-time

*19. Did you complete any courses online?

⭕ Yes, I completed all of my courses online.

⭕ Yes, I completed some of my courses online.

⭕ No, I never took an online course.

*20. Are you an international student?

⭕ Yes

⭕ No

*21. Please select the category that best describes your racial identification.

⭕ Black or African American

⭕ Asian

⭕ American Indian or Alaskan Native

⭕ Multiracial

⭕ White

⭕ Decline to indentify

*22. Do you identify as Hispanic or Latino?

⭕ Yes

⭕ No

⭕ Decline to identify

*23. Please select your gender.

⭕ Male

⭕ Female

⭕ Decline to identify

School of Public Policy and Urban Affairs Exit Survey

*24. Please estimate the amount you currently owe for student loans incurred for your graduate degree at Northeastern University (excluding interest).

⭘ No debt

⭘ Less than $10,000

⭘ $10,000 - $19,999

⭘ $20,000 - $29,999

⭘ $30,000 - $39,999

⭘ $40,000 - $49,999

⭘ $50,000 or more

25. Please provide any additional comments about your experience at Northeastern University

2016 MPA Alumni Survey

Enrollment Information

This survey asks about your experience in the program and as a graduate of the program. The survey is an important part of the degree's professional accreditation through NASPAA. We value your feedback, and encourage you to complete the survey.

The survey should take no longer than 10 minutes to complete. To express our appreciation, the first 50 respondents will be thanked with a $20 gift card to Amazon.com! Please complete the survey by May 28, 2016.

* 1. What term did you enter the MPA program?

Semester (eg. Fall, Spring, Summer)

Year

* 2. During which term did you graduate from the MPA program?

Semester (eg. Fall, Spring, Summer)

Year

* 3. At any point in the program were you enrolled as a part-time student?

◯ Yes

◯ No

* 4. Which of the following best describes your current employment status?

◯ Working

◯ Not working but looking for work

◯ Not working and not looking for work

◯ In school

◯ Military

2016 MPA Alumni Survey

Current Employment Status

* 5. Which of the following best describes the industry in which you currently work?

○ National or central government in the United States

○ State or regional government in the United States

○ City, County, or other local government in the United States

○ Foreign government (all levels) or international quasi-governmental

○ Nonprofit domestic-oriented

○ Nonprofit/NGOs internationally-oriented

○ Private Sector - Research/Consulting

○ Private Sector but not Research/Consulting

* 6. Where do you currently work?

Organization/Agency
Name

* 7. Where is this Organization/Agency located?

City

State

* 8. What is your current position title?

9. When did you begin working at this organization

Month

Year

* 10. How well did your MPA degree prepare you for your current job?

	Not prepared at all	Somewhat prepared	Adequately prepared	Very prepared
How well did your MPA degree prepare you for your current job?	○	○	○	○

* 11. Are you working at the same organization/agency now as you were within the first six month of graduation?

○ Yes

○ No

2016 MPA Alumni Survey

Promotion

* 12. Were you promoted following completion of your MPA degree

◯ Yes

◯ No

2016 MPA Alumni Survey

Previous Work Status

* 13. Which of the following best describes your employment status within the first six months after your graduation?

◯ Working

◯ Not working but looking for work

◯ Not working and not looking for work

◯ In school

◯ Military

2016 MPA Alumni Survey

Previous Work Experience

* 14. Which of the following industries best describes your employer within the first six months after graduation?

- ( ) National or central government in the United States

- ( ) State or regional government in the United States

- ( ) City, County, or other local government in the United States

- ( ) Foreign government (all levels) or international quasi-governmental

- ( ) Nonprofit domestic oriented

- ( ) Nonprofit/NGOs internationally oriented

- ( ) Private Sector - Research/Consulting

- ( ) Private Sector - but not Research/Consulting

* 15. Where is this Organization/Agency located

City

State

16. What was your position title?

2016 MPA Alumni Survey

Reflections on the MPA program

* 17. Program Experience

	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
Overall, how satisfied are you with the quality of the MPA degree that you received at Northeastern?	○	○	○	○

* 18. How effective was the MPA program in teaching the following competencies?

	Not effective	Somewhat effective	Effective	Very effective
To lead and manage in public governance	○	○	○	○
To participate in and contribute to the public policy process	○	○	○	○
To analyze, synthesize, think critically, solve problems and make decisions	○	○	○	○
To articulate and apply a public service perspective	○	○	○	○
To communicate and interact productively with a diverse and changing workforce and citizenry	○	○	○	○
To apply your education, such as through experiential exercises and interactions with practitioners across the broad range of public affairs, administration, and policy professions and sectors.	○	○	○	○

* 19. Faculty Diversity

	Not satisfied	Somewhat satisfied	Satisfied	Very satisfied
When enrolled, how satisfied were you with the diversity (e.g. age, gender, race, research focus) of the faculty in the MPA program?	○	○	○	○

* 20. Student Diversity

	Not satisfied	Somewhat satisfied	Satisfied	Very satisfied
When enrolled, how satisfied were you with the overall diversity (e.g. age, gender, race) of the MPA student body?	○	○	○	○

* 21. Please respond to the following statements about the administration of the program.

	Not satisfied	Somewhat satisfied	Satisfied	Very satisfied
MPA classes were scheduled at times convenient for me	○	○	○	○
Courses were scheduled with adequate frequency while I was in the program	○	○	○	○
There was sufficient flexibility in scheduling to allow me to take courses suitable to my career interests	○	○	○	○
There was a proper balance of theory and practice in the MPA program	○	○	○	○
Overall, the course content of the MPA program met my needs	○	○	○	○

* 22. While in the MPA program, did you complete an internship?

○ Yes

○ No

23. If yes, please respond to the following statements about your internship experience

	Strongly disagree	Disagree	Agree	Strongly Agree
My internship helped me decide upon a career	○	○	○	○
My internship aided me in getting a job	○	○	○	○
I was given good direction and support by the MPA program	○	○	○	○
I gained professional experience which I found valuable later in my career	○	○	○	○

* 24. Student Engagement

	Not engaged	Somewhat engaged	Adequately engaged	Very engaged
When enrolled, how would you have described the level of student engagement in the classroom?	○	○	○	○

* 25. Student Connection

	Not connected	Somewhat connected	Adequately connected	Very connected
When enrolled, how personally connected did you feel to the majority of MPA students in the program?	○	○	○	○

* 26. Faculty Connection

	Not connected	Somewhat connected	Adequately connected	Very connected
When enrolled, how personally connected did you feel to the majority of the faculty in the MPA program?	○	○	○	○

27. Have you participated in any of the following MPA activities?

☐ Career events for students

☐ Sponsored an intern

☐ Sponsored a capstone project

☐ Attended a talk, panel or presentation

☐ Attended a social event

☐ Assisted a student with finding employment

☐ Outreach and recruitment

☐ Attended an open house

2016 MPA Alumni Survey

Optional Questions

28. Do you have any suggestions for improving the MPA program?

29. What is your race?

- ( ) White
- ( ) Black
- ( ) Asian
- ( ) American Indian or Alaska Native
- ( ) Native Hawaiin
- ( ) Two or more races
- ( ) Unknown

30. Are you of Latino origin?

- ( ) Yes
- ( ) No

31. Were you enrolled as an international student?

- ( ) Yes
- ( ) No

32. If so, what was your country of origin?

33. What is your gender identification?

- ( ) Male
- ( ) Female
- ( ) Other

34. Where do you currently live?

City

State

35. Please share any additional comments about the MPA program

36. Please enter your e-mail address if you are interested in receiving a gift card as part of the first 50 alumni to respond to the survey. All records are confidential, and no identifying information will be matched with your responses.

2016 MPA Program Graduate Learning Survey

How effectively do you think your MPA education has enabled you to master each of the following competencies under the following six areas? (Please check the appropriate column to the right.)

	Very Effectively	Somewhat Effectively	Not too Effectively	Not Effectively at All
1. To lead and manage in public governance				
Understand the major theories of organizational structure, behavior and change.				
Understand the core functions, issues and theories of human resource management.				
Understand budgeting and how governments finance public projects and programs.				
Develop and apply effective leadership and teamwork skills.				
Recognize ethical problems and are sensitive to the nuances of ethical situations.				

If you have any comments you'd like to make about your education concerning this first competency area, please write them here:

	Very Effectively	Somewhat Effectively	Not too Effectively	Not Effectively at All
2. To participate in and contribute to the policy process				
Identify and explain the institutional, structural and political contexts of policymaking.				
Identify and explain the policy process including problem definition, agenda setting, policy formulation, implementation and evaluation.				
Understand key stakeholder roles and				

interactions in the policy process.				
Understand the influence of economics on policy choices and the practices of policy analysis.				
Plan a policy research/analysis project that makes appropriate use of empirical research tools such as data collection, sampling and statistical analysis.				

If you have any comments you'd like to make about your education concerning this second competency area, please write them here:

	Very Effectively	Somewhat Effectively	Not too Effectively	Not Effectively at All
3. To analyze, synthesize, think critically, solve problems and make decisions				
Employ analytical tools to collect, analyze and interpret data, including appropriate statistical concepts and techniques.				
Employ quantitative and qualitative methods in decision-making.				
Identify, analyze and evaluate underlying assumptions of public policy alternatives.				
Generate new knowledge or synthesis of existing information pertaining to a critical question, issue, or problem related to public policy or administration.				
Demonstrate reading, writing and analytical skills necessary for decision-making.				

If you have any comments you'd like to make about your education concerning this third competency area, please write them here:

	Very Effectively	Somewhat Effectively	Not too Effectively	Not Effectively at All
4. To articulate and				

	Very Effectively	Somewhat Effectively	Not too Effectively	Not Effectively at All
apply a public service perspective				
Identify strategies to enhance equity and representativeness in the public sectors.				
Understand and apply professional codes of ethics to situations and decisions.				
Engage citizens in participatory processes.				
Understand role of transparency and accountability in a democracy.				

If you have any comments you'd like to make about your education concerning this fourth competency area, please write them here:

	Very Effectively	Somewhat Effectively	Not too Effectively	Not Effectively at All
5. To communicate and interact productively with a diverse and changing workforce and citizenry				
Ability to recognize, consider, respect and balance competing perspectives related to administration and policy.				
Understand how social demographics (including age, social class, ethnicity, religion, language) shape public administration and identify policies to accommodate these changes.				
Ability to communicate results of analysis to diverse audiences by means of oral presentations, written documents, and digital media.				
Ability to think critically regarding the ethical implications of policy and administrative choices with respect to multiple				

groups and stakeholders.				
If you have any comments you'd like to make about your education concerning this fifth competency area, please write them here:				
	Very Effectively	**Somewhat Effectively**	**Not too Effectively**	**Not Effectively at All**
Professional Competence: **To apply knowledge and skills learned to public affairs, administration and policy professions and sectors.**				
Demonstrate ability to apply knowledge and skills in real-world settings.				
If you have any comments you'd like to make about your education concerning this sixth competency area, please write them here:				

Supplemental Course Evaluation

All responses are anonymous and will be shared with the instructor
only after final grades are submitted.

* 1. What is your overall rating of this instructor's teaching effectiveness?

Almost Always Effective	Usually Effective	Sometimes Effective	Rarely Effective	Never Effective
◯	◯	◯	◯	◯

* 2. Which readings, assignments and class activities did you find most useful and why?

* 3. How intellectually challenging did you find this course? How professionally relevant? Please explain.

* 4. What did you like most about this course?

* 5. Please describe ways to improve learning opportunities in this course.

* 6. Please describe the major strengths of this instructor as well as the areas in which he/she could improve.

MPA Internship Employer Survey

I will ask you to evaluate your intern's performance at the end of the internship period. Please take few minutes to answer the following questions:

1. Did the student perform as expected and agreed to? Did the student perform 300 hours of work?	
2. Were you satisfied with the quality of the student's work?	
3. Did the work make a contribution to the mission and objectives of the organization? Was it useful?	
4. Did the student comport himself or herself professionally? Was the student reliable and dependable?	
5. Did the student seek guidance as necessary?	
6. How would you assess the student's communication skills?	
7. How would you assess the student's analytical skills?	
8. Do you have any constructive criticisms for the student?	