

APPALACHIAN STATE UNIVERSITY
MPA PROGRAM EVALUATION
and MPA-NASPAA ASSESSMENT PLAN CROSSWALK
MASTER OF PUBLIC ADMINISTRATION

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THIS DOCUMENT presents the Mission of the Appalachian State University MPA Program, the public values identified to achieve the mission, and the four Program Goals that are identified in the program's logic model. The document then presents a detailed description and assessments of the MPA-NASPAA Assessment Plan Crosswalk and its use in the assessments of the Universal Competency Domains using the Student Learning Goals and Student Learning Outcomes.

The Program Evaluation document has two sections:

- 1) Program Goal #1 relates directly to the Universal Competency Domains and the Student Learning Goals. A summary of Program Goal #1 provides the Mission, Goals, and a schedule of the Universal Competency Domain assessments.
- 2) Program Goals #2, #3, and #4 are presented with information/evidence, presented by each Objective, identified in the logic model. Continuous Improvement is noted at the end of each Goal statement.

** An assessment of three Universal Competencies (the assignments, analysis, and improvement based on assessments) is included in a separate document entitled Universal Competency Domain Assessments. This will be in a separate file on the Shared Drive.

The MPA-NASPAA Assessment Plan Crosswalk:

This document has the Crosswalk with a summary explanation of the development of the Crosswalk model. Following the explanation is a detailed description of the Universal Competency assessments.

An Appendix at the end of the document includes the 1) Assessment Plan Crosswalk and 2) the logic model referred to in this document.

The Mission of the Appalachian State University Master of Public Administration program is to educate and prepare in-service and pre-service students to be public service leaders by fostering foundational knowledge, analytical and practical skills, and professional networks. To achieve this mission, the MPA program will emphasize the public values of responsiveness, expertise, and accountability:

Responsiveness is to be respectful of the perspectives of citizens, colleagues, collaborators, and other stakeholders;

Expertise is to act with competence, skill, and knowledge to achieve effective outcomes; and

Accountability is to act with integrity and transparency in the lawful pursuit of the public interest.

The Appalachian State University MPA program identifies four Program Goals in carrying out its mission.

Program Goal #1: Delivers a curriculum that reflects core disciplinary content and provides flexibility for student specialization.

Program Goal #2: Develops collaborative relationships across the university and with local government, non-profit, and criminal justice professionals in the region and the state.

Program Goal #3: Promotes high-quality faculty teaching, scholarship, and service.

Program Goal #4: Sustains and enhances the program's governance, resources, and establish strengths.

PROGRAM GOAL #1

Delivers a curriculum that reflects core disciplinary content and provides flexibility for student specialization.

Program Goal #1 is responsive to the NASPAA Universal Competencies, the five domains:

- 1) (5.1.a) The ability to lead and manage in public governance;
- 2) (5.1.b) To participate in and contribute to the policy process;
- 3) (5.1.c-1, c-2, c-3, c-4, c-5) To analyze, synthesize, think critically, solve problems and make decisions;
- 4) (5.1.d) To articulate and apply a public service prospective;
- 5) (5.1.e) To communicate and interact productively with a diverse and changing workforce citizenry.

(** See Assessment Plan Crosswalk – left column – in Appendix A)

In evaluating the five domains of the NASPAA competencies, the MPA program identifies three Student Learning Goals/Objectives (SLG) and in each SLG, the MPA program further identifies three Student Learning Outcomes (SLO): (***) See MPA-NASPAA Assessment Plan Crosswalk for schedule of assessing)

Student Learning Goal #1: MPA students apply disciplinary content in a convincing manner;

SLO #1: MPA students can apply core concepts in an applied setting

SLO #2: MPA students connect/compare content across the program

SLO #3: MPA students use seminal literature with current research to analyze a problem, policy, or organization

Student Learning Goal #2: MPA students communicate effectively in diverse professional networks;

SLO #1: MPA students demonstrate appropriate behavior in professional settings

SLO #2: MPA students demonstrate the ability to write convincingly, concise, and precisely

SLO #3: MPA students give organized and convincing oral presentations

Student Learning Goal #3: MPA students use appropriate strategies to solve problems and make decisions.

SLO #1: MPA students apply rigorous methods

SLO #2: MPA students critically assess their own skills

SLO #3: MPA students perform systematic data collection and analysis in practical endeavors

ASSESSMENT OF UNIVERSAL COMPETENCIES

Universal Competency #1 is assessed:

Fall 2023 / Capstone Reflection Papers Analysis (SLO 3.2)

Spring 2024 / Capstone Presentations-Rubric (SLO 2.3)

Summer 2024 / Artifacts from Internship Experience (SLO 2.1)

Fall 2024 / Qualitative Research Paper Artifact PA5060 (SLO 1.3)

Universal Competency #2 is assessed:

Fall 2024 / Personnel Paper Artifact PA5360 (SLO 2.2)

Fall 2025 / Capstone Paper Content Analysis (SLO 1.1)

Universal Competency #3 is assessed:

Fall 2023 / Data Analysis from Census Data Research Methods PA5000 (SLO 3.3)

Fall 2023 / Problem Set Analysis Research Methods PA5000 (SLO 3.1)

Fall 2026 / Capstone Memo Content Analysis PA5558/5559 (SLO 1.2)

Spring 2027 / Research Artifacts from PA5010 (SLO 1.3)

Universal Competency #4 and Universal Competency #5

Following the addition of two new tenure-track faculty members, one beginning fall 2025 and one to begin fall 2026, the MPA faculty will engage in a planning retreat to plan for Universal Competency #4 and #5. Further, the purpose of the planning retreat is to engage in strategic planning for the MPA program for future direction in course content (elective courses and the required courses) based on previous assessments.

PROGRAM GOAL #2

Develops collaborative relationships across the university and with local government, non-profit, and criminal justice professionals in the region and the state.

Objective II-A: The faculty will pursue collaborative and applied research opportunities.

Dr. Jesse Lutabingwa

- Collaborated with colleague at the University of the Free State in South Africa on a research project about Social Entrepreneurship
- Collaborating with a colleague at AppState on a research project about the positive impact of foreign aid assistance in rural Northwestern North Carolina
- Currently implementing a \$172,192 externally funded grant in Uzbekistan focused on conducting a series of proposal development and grant writing workshops for members of non-profit, NGOs, CSOs, and educational institutions; independent local media organizations; and private individuals

Dr. Patricia Mitchell

- Serves leadership roles on Foundation Boards of Directors for the UNC School of Government, the NC Community College System, the External Advisory Council for Campbell University School of Engineering, and the NC Economic Developers Association.
- Recipient of \$50,000 grant in collaboration with colleague and regional nonprofits to study Adverse Childhood Experiences (ACEs) in NW North Carolina

Dr. Brian Bulla

- Collaborated with fellow GJS faculty on a research project about inter-governmental governance of the New River
- Conducted an applied research project investigating climate change engagement in NE Florida
- Conducted an applied research project exploring environmental policies and attitudes in the High Country region of North Carolina
- Conducted an applied research project exploring the knowledge and attitudes of Appalachian State University students
- Collaborated with faculty from Texas State University

Dr. Mac-Jane Crayton

- Through my philanthropy-based assignments and Lab iMPACTLY, collaborated with 39 local nonprofit organizations within western North Carolina by pairing them with students in my Grants Strategies and Preparation (PA5271) course and replicated in the undergraduate (in collaboration with the instructor for the undergraduate course) and graduate level Nonprofit Management courses (PA4660 and PA5270)
- Created the first of its kind nonprofit lab (Lab iMPACTLY) within our department to enable students engage in hands-on projects such as grant writing and application, volunteer retention pitch competition, needs assessment, fundraising event planning and execution, etc., in partnership with local nonprofits
- Utilizing awarded internal grants to create simulation-based activities for my students
- Launched and facilitating an inaugural nonprofit workshop on campus with an anticipated attendance from about 100 nonprofits within the Western NC region in response to nonprofits expressed needs and questions during multiple focus groups with nonprofit leaders in the region.
- Established conversations with local chambers of commerce to serve as guest speakers and informal mentors to current pre- and service students in the program.

Objective II-B: The program will offer career development assistance for students and graduates.

Dr. Jesse Lutabingwa

- Provided letter of recommendation for a student for his Peace Corp application
- Assisted student with professional introduction for a job through AppState Alumni

Dr. Patricia Mitchell

- Assist multiple students with introductions to job opportunities and internships in local governments
- Instruct through the Capstone course (PA5559) in job analysis, writing resume and cover letters, and interviewing skills, as well as encouraging use of Career Development Center
- Advise with students and alumni who are job-searching, or thinking of career moves to other locations
- Advise students in our Accelerated Master program on the opportunities in having an MPA degree, sometimes doing so in visiting another professor's class or having in-person or Zoom appointments with interested students

Dr. Brian Bulla

- Assisted multiple students with professional introductions for jobs and internships along with letters of recommendations for jobs, graduate school, and law school

Dr. Mac-Jane Crayton

- Assisted multiple students with professional introductions for jobs and internships along with letters of recommendation for graduate school and scholarship awards
- Assisted multiple students with volunteer opportunities at national program-based conferences such as The American Society for Public Administration (ASPA) and The Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA).
- Collaborated with multiple students to conduct research and present poster and upcoming panel discussion at conferences.
- Created an assignment that directly encourages student to create a career plan & portfolio and update their professional documents (such as resume, cover letter), and social media (such as LinkedIn and other professional affiliations).
- Encouraged multiple students to travel, collaborate and present with me at conferences to enhance their presentation skills and expose them to career development opportunities.

Dr. John Brooks

- Exposure to public service professionals within my class
- Exposure to public service professionals through assignments such as interviewing local government professionals
- Use of student professional presentations in class to learn skills

Objective II-C: The program will expose students to public service professionals

- All faculty use guest lecturers in their classes who most often are public service professionals, and students gain networking opportunity as well as learn from experts in the field
- Students are 'strongly encouraged' to attend the NC City/County Managers Conference, and the ASU Local Government Alumni Conference, for the networking and learning opportunities available at both
- Administration of Justice and Nonprofit Concentration students will sometimes attend conferences more related to their field of study, and have networking and learning opportunities

- Dr. Crayton – nonprofit – has traveled with students to conferences where they had presentation responsibilities as well as working with conference set-up (ASPA and Nonprofit Conference)

Objective II-D: The program will offer inter-disciplinary opportunities for students

- Core courses in the MPA are inter-disciplinary in nature...Seminar in PA covers a variety of topics at three levels of government, as does Org Theory, Budget and Personnel.
- Electives are often inter-disciplinary. Local Government Administration will have guest lecturers who are experts in the field but also brings in private-sector firms (engineering) who work with the public sector in providing various kinds of planning, infrastructure projects, as well as economic development activity, thus focusing on partnerships and collaboration in community and region in a variety of ways.
- Students from the Appalachian Studies Program, the Walker College of Business, Planning, Political Science, and Social Work are at-times enrolled in our classes, using our classes as an elective for their program. MPA faculty are welcoming to students coming from other programs.
- The MPA program requires students to take a course outside of our program (a non-PA course).

[Program Goal #2 Continuous Improvement Plan and Implementation: While the MPA faculty have used several guest speakers in classes and engaged with various state/local/community groups as noted above, comments from students and faculty indicate that we need to continuously evaluate the use of speakers and ensure there is variety and diversity in class participants. An example of a resource for assisting with this, the ASULGAA (local government alumni association) provided, after surveying alumni, an Excel database of volunteers. ASULGAA offered to pay travel expenses of alumni from far reaches of the state. This document was first developed in Spring 2023, and faculty will request ASULGAA update/revise the document during the 2025-2026 academic year]

PROGRAM GOAL #3

Promotes high-quality faculty teaching, scholarship and service.

Objective III-A: The program will hire qualified diverse, active, and professionally oriented nucleus faculty.

- In the recent 2024 PA search committee, faculty members actively engaged with qualified, diverse, and professionally driven applicants by leveraging job advertisements, and the professional networks of the MPA faculty members
- In two recent PA search committees, we rigorously advertised for, sought, and recruited qualified, diverse, active and professional applicants to the program
- Our faculty is diverse in multiple ways...ethnicity, gender, academic/practitioner, age, length of time in the university setting

Objective III-B: The program will deliver an effective educational experience.

In the Boone Spring 2024 graduating class there were 11 students (7 males and 4 females):

- Three of the students were employed in public sector positions when they came into the program.
- One student received funding package to enter an environmental science PhD program at Clemson University following graduation
- One student chose to back-pack across Europe and entered the job market in the fall and became employed in county government during fall 2024
- Remaining five students were employed at the time of graduation or within the month of graduation, and three of those five received their positions from their internship experience

In the Hickory Campus Cohort Spring 2024 graduating class there were nine students (7 males and 2 females):

- As this was an in-service cohort, all students were employed in public sector positions when they entered the program
- Seven of the nine students received promotions or new positions more favorable to their interests in the field of public administration during the program (examples include town planner, county economic development, county HR director, county HR specialist, town police chief, regional transportation planner and police sergeant)

In the Boone Spring 2023 graduating class there were eight students (6 males and 2 females):

- Two students were employed by the university at the time of entering the program, one has since moved to Wake Forest University after receiving a promotion in grant services
- Two of the students became employed part-time in town management during their last semester and went to full-time town manager positions at the time of graduation
- One student became employed through his internship experience in town government as a planner
- One student, who did an internship in town government, received a position with a private-sector firm who provides planning services to local governments
- One student moved out of state and employment is unknown, and one student's employment history is unknown

In Boone Fall 2023 graduating class there were six students (3 males and 3 females):

- One person was employed by the university when entering the program, and remains with them
- One student, a dual degree MPA/MBA, served an internship in local government and after graduation went to work for a tax-analysis nonprofit that works with local government

- One student was employed part-time his last semester and at graduation was full-time employed with an economic development entity
- One student worked for a nonprofit during the program, and after graduation decided he wanted to do town government and is now employed as a town planning specialist
- One student, who worked for Boone police during the program, applied to and was accepted with the NC State Bureau of Investigation (SBI) after graduation
- One student's employment is unknown

Travel:

- Dr. Crayton is taking students in her HR and Volunteer Management course on an international service-learning opportunity in London. The study away component allows students to compare what they are learning in the classroom from both the local and international lens.

MPA Faculty believes that these examples demonstrate the ways in which the program delivers an effective educational experience.

Objective III-C: The faculty will remain professionally active and engaged.

- Similar statements in II-A regarding research, conferences, professional associations, collaborative partnerships, publishing in academic journals, as well as voluntarily serving as a reviewer for academic journals demonstrate "active and engaged"

[Program Goal #3 Continuous Improvement and Implementation: During our Self Study Year, MPA faculty discussed the way we currently track our graduates – see Objective IIIB – and we do not necessarily do that in an organized database that will be useful to future faculty and/or directors. In the upcoming academic year 2025-2026, a consistent tracking method will be developed, to include a Shared Drive of resources useful to future faculty and directors. One of the resources will be a policy manual, which we have discussed this past year, to document processes we have put in place, as a faculty, for administrative decisions for the program].

PROGRAM GOAL #4

Sustains and enhances the program's governance, resources, and established strengths.

Objective IV-A: The program will secure adequate resource support.

- The program does not control its own budget, but rather is funded through the Department of Government and Justice Studies budget
- The MPA program works closely with the Department Chair in securing resources, including travel funds for conferences, mileage for travel, stipends for teaching at distance education localities (cohorts)
- The MPA program received, through the advocacy of the Department Chair, a new tenure-track faculty line this past year. Though we experienced a failed-search this year, we were able to retain the line and will continue a search for fall 2026
- When a tenure-track professor resigned Spring 2024, the Department Chair advocated to rehire that position...with this hire, and the new faculty line, the MPA will have a nucleus faculty of seven members
- The MPA program maintains Graduate Assistantships and works with the Department Chair to increase funding for GAs and for securing NC Tuition Grants for out-of-state students.

Objective IV-B: The program will maintain a sustainable and collaborative governance structure.

- The MPA faculty maintain a schedule for official faculty meetings (meeting minutes are available), typically quarterly to eight times per year. Most often, meetings will be held on Zoom.
- Though the program director develops the semester schedules of courses, faculty are consulted about scheduling needs and courses to be taught
- Though the program director assigns Capstone directors and readers, faculty is consulted on the process of scheduling and assures that the workload is evenly distributed among faculty
- New faculty are not assigned responsibilities for Capstones until their third semester at the university

Objective IV-C: The program will maintain meaningful relations with alumni and stakeholders

- MPA faculty use alumni as guest speakers in their classes
- MPA faculty attend the NC City/County Managers Conference and the ASU Local Government Alumni Conference to interact with alumni and students
- MPA Director performs site visits to all student internship locations during the internship experience, and most of the locations are alumni and/or stakeholders

Objective IV-D: The program will recruit, support, and retain high-quality in-service and pre-service students.

- For the Boone Campus, the MPA program has rolling admissions and students may apply for any semester.
- The program recruits from the undergraduate population, from program and university social media accounts, from personal LinkedIn accounts, and from alumni contacts and networks.
- The Graduate School recruits through their outreach and will send prospective students to the MPA director.
- For the Cohort locations, we recruit in a variety of ways: county health benefits fairs; direct contact to local government agency offices; cohort alumni; social media accounts, faculty networks.

- The MPA director attends special events, such as Chamber Leadership programs, to talk about the MPA program.
- The MPA faculty are supportive of students and will advise and mentor students. There is a probation program in place with the Graduate School, if a student is struggling with grades.

[Program Goal #4 Continuous Improvement and Implementation: The MPA faculty believe that we do an effective job of connecting with our alumni, and with the broader community to a lesser extent. We previously have had conversations about a 'community advisory council' that would meet annually on campus, and be represented by alumni from all four concentrations, community members, and a graduating MPA student. We have not acted on that idea up to this point. In addition to 'a community/program conversation', this action could help us to meet another goal of developing stronger networking opportunities for our law enforcement and nonprofit concentrations, recognizing that our town/county concentration currently has many opportunities for networking]

**APPALACHIAN STATE UNIVERSITY
Master of Public Administration Program**

**ASSESSMENTS AND THE MPA-NASPAA
ASSESSMENT PLAN CROSSWALK**

**This document serves as the Appalachian State University
MPA Program Evaluation and Assessment Plan using
the MPA-NASPAA Assessment Plan Crosswalk**

MPA-NASPAA ASSESSMENT PLAN CROSSWALK

The Assessment Plan Crosswalk was developed to serve two purposes and the MPA program considers it an effective tool for program evaluation and assessment. First, the Crosswalk provides in one document the NASPAA Universal Competency (one competency per page in left column), the three Student Learning Goals, the Student Learning Outcomes, and the courses where there is practice/reinforcement. Additionally, the Crosswalk places an x in the Crosswalk row where the SLO (above the x) and the Universal Competency (left column) have nexus for assessments. Recognizing the nexus, an assessment is proactively identified and planned and indicated in the bottom row Assessment Schedule. The Instructional Activities row identifies the assignment/artifact that will be used for assessing the Universal Competency Domain and the SLO.

A second purpose in developing the Assessment Plan Crosswalk was to better plan for and schedule our university required assessments, which are placed annually into the Xitracs Software System of the Institutional Research, Assessment and Planning Office. Our Xitracs assessments are conducted using the Student Learning Goals and Student Learning Outcomes from the logic model. As we use Student Learning Goals and SLOs to pair with and assess the Universal Competency Domains, faculty believed that we provide a better organized and relevant program evaluation and assessment plan using the Crosswalk...a plan that is proactive and has assessments planned through spring 2027. With new tenure-track faculty joining us in fall 2025 and fall 2026, the Crosswalk provides us an opportunity to consider new assessments for 2027-2030 (2030 being the time of our next Self-Study).

Assessment Plan Crosswalk and logic model is attached in an Appendix of this document.

Universal Competency Domain #1 (Domain 5.1.a) – the ability to lead and manage in public governance

5.1.a

Universal Competency #1 assessed under three Student Learning Goals (SLG) and four of the Student Learning Outcomes (SLO). [Fall 2024, Summer 2024, Spring 2024, Fall 2023]

SLG #1 MPA students apply disciplinary content in a convincing manner

SLO 1.3 MPA students use seminal literature with current research to analyze a problem, policy, or organization.

Assessed using an artifact from PA5060 Seminar in Public Administration, from a qualitative research paper.

For the assessment, professor chose a literature review in which student was to write 8-10 pages related to a 21st century challenge facing public administration, taking into consideration topic relevance and focus, research depth and quality, research question, analysis and synthesis, formatting and citation, clarity and organization, professionalism, critical thinking.

Improvement and/or Implementation: an important realization came to the forefront following this assessment. The program considers PA5060 to be a foundational course for a graduate degree in our program. The MPA program, on the Boone Campus, has rolling admissions, which means students can begin either fall semester or spring semester. Yet, we teach PA5060 only once per academic year during the fall semester. Thus, students enrolling in the spring semester will have a semester of study prior to taking PA5060 and possibly a semester plus a summer internship before taking PA5060. The professor and the program director believe that with new faculty joining our program (2025 and 2026), we can offer this course fall and spring (Boone Campus) so that it truly is a foundational course for the students. In the distance education cohorts (Hickory and Winston), it is always offered the first semester of their program. MPA faculty plan to begin offering PA5060 in fall and spring semesters and will begin this new schedule spring semester 2026 (PA5060 is already scheduled for fall 2025).

SLG #2 MPA students communicate effectively in diverse professional contexts

SLO 2.1 MPA students will demonstrate appropriate behavior in professional settings

Assessed using Internship Report assignments to determine if students are following the instructions provided (topic of discussion) to report on their experiences as they performed their internship.

Improvement and/or Implementation: a learning that was realized during this assessment, though the discussion topics were appropriately discussed by the students, a perhaps better assessment to determine the student 'following directions' in this professional setting, would be to design the assessment around the supervisor's evaluation of the student. Currently, the program director emails a Google form – or an emailed request – for the supervisor to complete an evaluation of the student. Occasionally the director does not receive that evaluation in a timely manner. Requiring the student to be responsible (as part of the grading rubric) to ensure the evaluation is returned appropriately is a better measurement...it teaches the student a skills of responsibility but also a skill of communication with a superior in requesting the evaluation be returned on time. The grading rubric to include the students' responsibility for the supervisor's evaluation will be implemented summer 2025.

SLG #2 MPA students communicate effectively in diverse professional contexts
SLO 2.3 MPA students will give organized and convincing oral presentations.

Assessed using capstone presentations of 20 students graduating in spring 2024 (11 from the Boone Campus and 9 from the Hickory Campus).

Improvement and/or Implementation: the program has used the same rubric for the past approximately five years in assessing capstone presentations. Students complete their capstone and present during a capstone conference their final semester. The capstone conference takes place a few weeks prior to graduation and is attended by MPA faculty and current students who are in their final year of the MPA program, but who have not yet taken the capstone class. MPA faculty assess by way of a Google Form rubric during the student's presentation. The program director teaches the capstone course and uses two class periods immediately prior to the capstone conference in getting students ready to present. The current method of assessment and the rubric seems reasonable.

SLG #3 MPA students use appropriate strategies to solve problems and make decisions
SLO 3.2 MPA students will critically assess their own skills.

Assessed using Capstone Reflection Analysis Papers. The PA5559 Capstone course covers a variety of professional skills including, job posting analyses, resumes, cover letters, ethics discussions, interviewing skills, and reflection papers. The reflection papers were assessed on the following criteria: students objectively reflected on skills developed for professional goals; students reflected on preparation for public leadership and managerial roles; students reflected on

preparation for ethics management; and students reflected on preparation for leadership competencies.

Improvement and/or Implementation: while students did a good job of reflecting on their experiences, MPA faculty decided – to improve the experience – the PA5559 professor should build a reflection into each assignment, rather than one reflection paper at the end of the course. Reflecting throughout the semester is thought to reinforce the ability to reflect, which potentially will strengthen the students' ability to engage in reflecting on various experiences and managerial issues throughout their careers. The PA5559 Syllabus will reflect this new assignment in fall 2025.

Universal Competency Domain #2 (Domain 5.1.b) – the ability to participate in, and contribute to, the policy process

5.1.b

Universal Competency #2 is assessed under two Student Learning Goals (SLG) and two of the Student Learning Outcomes (SLO). [Fall 2025 and Fall 2024]

SLG #1 MPA students apply disciplinary content in a convincing manner

SLO 1.1 MPA students can apply core concepts in an applied setting

Assessed (to be assessed) using a Capstone Paper Content Analysis – this assessment will take place using Fall 2025 capstone papers. Faculty serving as directors of capstones will provide a ‘content item’ to the PA5559 professor, which they want to see included in the rubric.

Improvement and/or Implementation: this assessment will potentially provide information to improve on our Capstone Handout, and the Notes to the Prospectus/Capstone, documents that we currently use to introduce students to the Capstone experience.

SLG #2 MPA students communicate effectively in diverse professional contexts

SLO 2.2 MPA students will demonstrate the ability to write convincingly, concise, and precisely

Assessed using an artifact from PA5360 Public Personnel Administration. The professor used a “reception pitch and memo assignment.” The ‘pitch and memo’ were based on the concept of what a person might want to communicate when networking with a potential employer’ and the question of ‘can you write a memo that is convincing, concise and precise.’ The goal was to communicate and interact productively with a diverse and changing workforce and citizenry.

Improvement and/or Implementation: PA5360 is one of our core classes for the MAP program. The assignment was successful for students, but the course was taught by an adjunct faculty member – now an associate dean – who previously taught PA5360. The current PA5360 professor had moved to another institution and thus an adjunct taught the class. MPA faculty believe this assignment could be strengthened if the conversation and memo were specific to an actual policy issue. It would provide practice for the student to grapple with a policy issue and would potentially better address the Universal Competency Domain. Fall of 2025 a new faculty member will assume responsibility for the PA5360 class, and the professor and program director will discuss this aspect.

Universal Competency Domain #3 (Domain 5.1.c) – the ability to analyze, synthesize, think critically, solve problems, and make evidence-informed decisions in a complex and dynamic environment.

5.1.c

Universal Competency #3 is assessed under one Student Learning Goal (SLG) and two of the Student Learning Outcomes (SLO). [Fall 2023]. [A future assessment is planned for SLO 3.2 in Spring 2027].

SLG #3 MPA students use appropriate strategies to solve problems and make decisions
SLO 3.1 MPA students will apply rigorous methods

Assessed using a problem set analysis from PA5000 Research Methods, in which they were provided two brief spreadsheets to clean data, transform to long format and merge based on specified criteria.

Improvement and/or Implementation: The analysis of the work identified improvements recommended for the class/assessment: provide more hands-on-practice, encourage critical thinking and reflection on the assignment criteria, use more case studies and industry professions to come in a talk about specific case study issues. This final point – of using case studies and industry professions - is thought to be important to making the assignments and assessments more meaningful for students. This will be implemented in a future class.

SLG #3 MPA students use appropriate strategies to solve problems and make decisions
SLO 3.3 MPA students will perform systematic data collection and analysis in practical endeavors

Assessed using two methods by two professors who teach the PA5000 Research Methods course. Method 1 required students to search Census data with specific criteria and Method 2 required students to construct two hypotheses and run independent measures to test them. A brief literature review was also required based on the hypotheses. [This latter assessment was done with our Hickory Campus students].

Improvement and/or Implementation: Not all students were successful with this assessment. Changes to the course included more clearly clarifying the fundamentals of hypothesis testing, providing a break-down of step-by-step guidance, and reinforce learning through formative

assessments. Implementations of these changes were initiated in Spring 2024 semester...PA5000 is a course that is most often taught each semester to enable keeping class size small.

SLG #3 MPA students use appropriate strategies to solve problems and make decisions
SLO 3.2 MPA students will critically assess their own skills

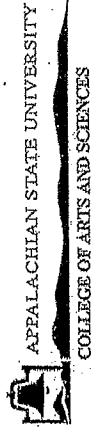
Assessment (to be assessed) will take place Spring 2027 using assignments from PA5559 Capstone. PA5559 provides instruction in resumes, cover letters, ethics, job analyses, as well as reflection. The various professional assignments will be used to assess SLO 3.2 (previously assessed using reflection papers).

Universal Competency Domain #4 and #5 (Domain 5.1.d and Domain 5.1.e) – the ability to articulate, apply, and advance a public service perspective; and the ability to communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large.

5.1.d and 5.1.e

Universal Competency Domain #4 and #5 will be planned after new faculty arrive (2025 and 2026). A strategic planning retreat is planned for late fall 2026 or spring of 2027. In addition to other planning for the program, assessments for Universal Competency Domain #4 and #5 will be scheduled and planned.

APPENDIX



Government and Justice Studies

The mission of Appalachian State University's Master of Public Administration (MPA) Program is to educate and prepare in-service and pre-service students to be public service leaders by fostering foundational knowledge, analytical and practical skills, and professional networks. To achieve this mission, the MPA program will emphasize the values of responsiveness, expertise, and accountability.

Program Goal I:
 Delivers a curriculum that reflects core disciplinary content and provides flexibility for student specialization.

Program Goal II:
 Develops collaborative relationships across the University and with Local Government, non-profit, and criminal justice professionals in the region and state.

Program Goal III:
 Promotes high-quality faculty teaching, scholarship, and service.

Program Goal IV:
 Sustains and enhances the program's governance, resources, and established strengths.

Required NASPAA Competencies include Five Domains:

1. The ability 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

Objective II-A: The faculty will pursue collaborative and applied research opportunities

Objective II-B: Program will offer career development assistance for students and graduates

Objective II-C: Program will expose students to public service professionals

Objective II-D: Program will offer inter-disciplinary opportunities for students

Objective III-A: Program will hire qualified, diverse, active, and professionally-oriented nucleus faculty

Objective III-B: Program will deliver an effective educational experience

Objective III-C: The faculty will remain professionally active and engaged

Objective IV-A: Program will deliver an effective educational experience

Objective IV-B: Program will maintain a sustainable and collaborative governance

Objective IV-C: Program will maintain meaningful relations with alumni & stakeholders

Objective IV-D: Program will recruit, support, and retain high-quality in-service and pre-service students

Objective I-A:
 Students will apply disciplinary content in a convincing manner (S.O.)

Objective I-B:
 Students will use appropriate strategies to solve problems and make decisions (S.O.)

Objective I-C:
 Students will communicate effectively in diverse professional contexts (S.O.)

App State MPA - NASPAA Assessment Plan Crosswalk

GR - Public Administration Student Learning Goals		Goal 1: MPA students apply disciplinary content in a convincing manner			Goal 2: MPA students communicate effectively in diverse professional contexts			Goal 3: MPA students use appropriate strategies to solve problems and make decisions		
GR - Public Administration Student Learning Outcomes		SLO 1.1: MPA students can apply core concepts in an applied setting.	SLO 1.2: MPA students connect/compare content across the program.	SLO 1.3: MPA students use seminal literature with current research to analyze a problem, policy, or organization.	SLO 2.1: MPA students will demonstrate appropriate behavior in professional settings.	SLO 2.2: MPA students will demonstrate the ability to write convincingly, concisely, and precisely.	SLO 2.3: MPA students will give organized and convincing oral presentations.	SLO 3.1: MPA students will apply rigorous methods.	SLO 3.2: MPA students will critically assess their own skills.	SLO 3.3: MPA students will perform systematic data collection and analysis in practical endeavors.
NASPAA Domain	Crosswalk/Assessment			X	X				X	
	Crosswalk			X	X				X	
5.1.a The ability to lead and manage in the public interest.	Level of Learning	Practice/Reinforce	Practice/Reinforce	Practice/Reinforce	Practice/Reinforce	Practice/Reinforce	Practice/Reinforce	Practice/Reinforce	Practice/Reinforce	Practice/Reinforce
	Course(s)	PA5060 PA5900 PA5010	PA5060 PA5900	PA 5060 PA 5180 PA 5260 PA 5360	PA5060 PA5000 PA5180 PA5260 PA5360 PA5460	PA5060 PA5000 PA5180 PA5260 PA5360 PA5460	PA5060 PA5000 PA5180 PA5260 PA5360 PA5460	PA5000 PA5180 PA5460	PA5900	PA 5180 PA 5260 PA 5460
Mastered	Instructional Activities	PA5558	PA5558	PA5010 PA5558 PA5060 Qualitative Research Paper	PA5900 Artifacts from Internship Experience	PA5558; PA5010 PA5900	PA5558 Capstone Presentations/Rubric	PA5010 PA5558	PA5558/5559 Capstone Reflection Analysis Papers	PA5010
	Assessment Schedule			Fall 2024	Summer 2024		Spring 2024		Fall 2023	

App State MPA - NASPAA Assessment Plan Crosswalk

GR - Public Administration Student Learning Goals		Goal 1: MPA students apply disciplinary content in a convincing manner.			Goal 2: MPA students communicate effectively in diverse professional contexts.			Goal 3: MPA students use appropriate strategies to solve problems and make decisions.		
GR - Public Administration Student Learning Outcomes		SLO 1.1: MPA students can apply core concepts in an applied setting.	SLO 1.2: MPA students connect/compare content across the program.	SLO 1.3: MPA students use seminal literature with current research to analyze a problem, policy, or organization.	SLO 2.1: MPA students will demonstrate appropriate behavior in professional settings.	SLO 2.2: MPA students will demonstrate the ability to write convincingly, concisely, and precisely.	SLO 2.3: MPA students will give organized and convincing oral presentations.	SLO 3.1: MPA students will apply rigorous methods.	SLO 3.2: MPA students will critically assess their own skills.	SLO 3.3: MPA students will perform systematic data collection and analysis in practical endeavors.
NASPAA Domain: 5.1.b The ability to participate in, and contribute to, the policy process.	Crosswalk	X				X				
	Level of Learning	Practice/Reinforce	Practice/Reinforce	Practice/Reinforce	Practice/Reinforce	Practice/Reinforce	Practice/Reinforce	Practice/Reinforce	Practice/Reinforce	Practice/Reinforce
	Course(s)	PA5060 PA5900 PA5010	PA5060 PA5900	PA 5060 PA 5180 PA 5260 PA 5360	PA5060 PA5000 PA5180 PA5260 PA5360 PA5460	PA5060 PA5000 PA5180 PA5260 PA5360 PA5460	PA5060 PA5000 PA5180 PA5260 PA5360 PA5460	PA5000 PA5180 PA5460	PA5900	PA 5180 PA 5260 PA 5460
	Mastered	PA5553	PA5553	PA5010 PA5553	PA5900	PA5553-PA5010 PA5900	PA5553	PA5010 PA5553	PA5553	PA5010
Instructional Activities	Capstone Paper Content Analysis					PA5360 Personnel Paper Artifact				
Assessment Schedule	Fall 2025					Fall 2024				

App State MPA - NASPAA Assessment Plan Crosswalk

GR - Public Administration Student Learning Goals		Goal 1: MPA students apply disciplinary content in a convincing manner		Goal 2: MPA students communicate effectively in diverse professional contexts		Goal 3: MPA students use appropriate strategies to solve problems and make decisions.				
GR - Public Administration Student Learning Outcomes		SLO 1.1: MPA students can apply core concepts in an applied setting.	SLO 1.2: MPA students connect/compare content across the program.	SLO 1.3: MPA students use seminal literature with current research to analyze a problem, policy, or organization.	SLO 2.1: MPA students will demonstrate appropriate behavior in professional settings.	SLO 2.2: MPA students will demonstrate the ability to write convincingly, concisely, and precisely.	SLO 2.3: MPA students will give organized and convincing oral presentations.	SLO 3.1: MPA students will apply rigorous methods.	SLO 3.2: MPA students will critically assess their own skills.	SLO 3.3: MPA students will perform systematic data collection and analysis in practical endeavors.
NASPAA Domain	Crosswalk/Assessment									
	Crosswalk							X		X
5.1.c-1 The ability to analyze, synthesize, think critically, solve problems, and make evidence-informed decisions in a complex and dynamic environment.	Level of Learning									
	Course(s)	PA5060 PA5900 PA5010	PA5060 PA5900	PA 5060 PA 5180 PA 5260 PA 5360	PA5060 PA5000 PA5180 PA5260 PA5360 PA5460	PA5060 PA5000 PA5180 PA5260 PA5360 PA5460	PA5060 PA5000 PA5180 PA5260 PA5360 PA5460	PA5000 PA5180 PA5460	PA5900	PA 5180 PA 5260 PA 5460
	Mastered	PA5558	PA5558	PA5010 PA5558	PA5900	PA5558;PA5010 PA5900	PA5558	PA5010 PA5558	PA5558	PA5010
	Instructional Activities							Prob.Set Analysis from PA5000		Data Analysis from Census Data
	Assessment Schedule							Fall 2023		Fall 2023

App State MPA - NASPAA Assessment Plan Crosswalk

GR - Public Administration Student Learning Goals	Goal 1: MPA students apply disciplinary content in a convincing manner	Goal 2: MPA students communicate effectively in diverse professional contexts	Goal 3: MPA students use appropriate strategies to solve problems and make decisions.	
MPA Domain	SLO 1.1: MPA students can apply core concepts in an applied setting.	SLO 1.2: MPA students connect/compare content across the program.	SLO 1.3: MPA students use seminal literature with current research to analyze a problem, policy, or organization.	
MPA Domain	SLO 2.1: MPA students will demonstrate appropriate behavior in professional settings.	SLO 2.2: MPA students will demonstrate the ability to write convincingly, concisely, and precisely.	SLO 2.3: MPA students will give organized and convincing oral presentations.	
MPA Domain	SLO 3.1: MPA students will apply rigorous methods.	SLO 3.2: MPA students will critically assess their own skills.	SLO 3.3: MPA students will perform systematic data collection and analysis in practical endeavors.	
<p>5.1.c - 2</p> <p>The ability to analyze, synthesize, think critically, solve problems, and make evidence-informed decisions in a complex and dynamic environment.</p>	Crosswalk	X	X	
	Level of Learning	Practice/Reinforce	Practice/Reinforce	
	Course(s)	PA5060 PA5900 PA5010	PA5060 PA5000 PA5180 PA5260 PA5360 PA5460	PA5000 PA5180 PA5460
	Mastered	PA5558	PA5010 PA5558	PA5010 PA5558
Instructional Activities	Captioned Memo Content Analysis Fall 2026	Research Artifacts from PA5010 Spring 2027		
Assessment Schedule				

App State MPA - NASPAA Assessment Plan Crosswalk

GR - Public Administration Student Learning Goals		Goal 1: MPA students apply disciplinary content in a convincing manner.		Goal 2: MPA students communicate effectively in diverse professional contexts.			Goal 3: MPA students use appropriate strategies to solve problems and make decisions.			
NASPAA Domain	Crosswalk/Assessment	SLO 1.1:	SLO 1.2:	SLO 1.3:	SLO 2.1:	SLO 2.2:	SLO 2.3:	SLO 3.1:	SLO 3.2:	SLO 3.3:
		MPA students can apply core concepts in an applied setting.	MPA students connect/compare content across the program.	MPA students use seminal literature with current research to analyze a problem, policy, or organization.	MPA students will demonstrate appropriate behavior in professional settings.	MPA students will demonstrate the ability to write convincingly, concisely, and precisely.	MPA students will give organized and convincing oral presentations.	MPA students will apply rigorous methods.	MPA students will critically assess their own skills.	MPA students will perform systematic data collection and analysis in practical endeavors.
5.1.c-3 The ability to analyze, synthesize, think critically, solve problems, and make evidence-informed decisions in a complex and dynamic environment.	Crosswalk								X	
	Level of Learning	Practice/Reinforce	Practice/Reinforce	Practice/Reinforce	Practice/Reinforce	Practice/Reinforce	Practice/Reinforce	Practice/Reinforce	Practice/Reinforce	Practice/Reinforce
	Course(s)	PA5060 PA5900 PA5010	PA5060 PA5180 PA5900	PA5060 PA5000 PA5180 PA5260 PA5360 PA5460	PA5060 PA5000 PA5180 PA5260 PA5360 PA5460	PA5060 PA5000 PA5180 PA5260 PA5360 PA5460	PA5060 PA5000 PA5180 PA5260 PA5360 PA5460	PA5000 PA5180 PA5460	PA5900	PA5180 PA5260 PA5460
	Mastered	PA5538	PA5538	PA5010 PA5538	PA5900	PA5538; PA5010 PA5900	PA5538	PA5010 PA5538	PA5538/5559	PA5010
	Instructional Activities								Prof. Dev. Skills from PA5559	
	Assessment Schedule								Spring 2027	

App State MPA - NASPAA Assessment Plan Crosswalk

GR - Public Administration Student Learning Goals		Goal 1: MPA students apply disciplinary content in a convincing manner.	Goal 2: MPA students communicate effectively in diverse professional contexts.	Goal 3: MPA students use appropriate strategies to solve problems and make decisions.
GR - Public Administration Student Learning Outcomes		SLO 1.1: MPA students can apply core concepts in an applied setting.	SLO 2.1: MPA students will demonstrate appropriate behavior in professional settings.	SLO 3.1: MPA students will apply rigorous methods.
Crosswalk/ Assessment		SLO 1.2: MPA students compare content across the program.	SLO 2.2: MPA students will demonstrate the ability to write convincingly, concisely, and precisely.	SLO 3.2: MPA students will critically assess their own skills.
Crosswalk		SLO 1.3: MPA students use seminal literature with current research to analyze a problem, policy, or organization.	SLO 2.3: MPA students will give organized and convincing oral presentations.	SLO 3.3: MPA students will perform systematic data analysis in practical endeavors.
Level of Learning		Practice/Reinforce	Practice/Reinforce	Practice/Reinforce
NASPAA Domain 5.1.c-4 The ability to analyze, synthesize, think critically, solve problems, and make evidence-informed decisions in a complex and dynamic environment.	Course(s)	PA5060 PA5900 PA5010	PA5060 PA5000 PA5180 PA5260 PA5360 PA5460	PA5000 PA5180 PA5460
	Mastered			
Instructional Activities				
Assessment Schedule				

App State MPA - NASPAA Assessment Plan Crosswalk

GR - Public-Administration Student Learning Goals		Goal 1: MPA students apply disciplinary content in a convincing manner.	Goal 2: MPA students communicate effectively in diverse professional contexts.	Goal 3: MPA students use appropriate strategies to solve problems and make decisions.
GR - Public Administration Student Learning Outcomes		SLO 1.1: MPA students can apply core concepts in an applied setting.	SLO 1.2: MPA students connect/compare content across the program.	SLO 1.3: MPA students use seminal literature with current research to analyze a problem, policy, or organization.
Crosswalk/Assessment		SLO 2.1: MPA students will demonstrate appropriate behavior in professional settings.	SLO 2.2: MPA students will demonstrate the ability to write convincingly, concisely, and precisely.	SLO 2.3: MPA students will give organized and convincing oral presentations.
Crosswalk		SLO 3.1: MPA students will apply rigorous methods.	SLO 3.2: MPA students will critically assess their own skills.	SLO 3.3: MPA students will perform systematic data collection and analysis in practical endeavors.
NASPAA Domain 5.1.C - 5 The ability to analyze, synthesize, think critically, solve problems, and make evidence-informed decisions in a complex and dynamic environment.	Level of Learning	Practice/Reinforce	Practice/Reinforce	Practice/Reinforce
	Course(s)	PA5060 PA5000 PA5180 PA5260 PA5360 PA5460	PA5060 PA5000 PA5180 PA5260 PA5360 PA5460	PA5060 PA5000 PA5180 PA5260 PA5360 PA5460
Mastered	Practice/Reinforce	Practice/Reinforce	Practice/Reinforce	Practice/Reinforce
Instructional Activities	Practice/Reinforce	Practice/Reinforce	Practice/Reinforce	Practice/Reinforce
Assessment Schedule	Practice/Reinforce	Practice/Reinforce	Practice/Reinforce	Practice/Reinforce

App State MPA - NASPAA Assessment Plan Crosswalk

GR - Public Administration Student Learning Goals		Goal 1: MPA students apply disciplinary content in a convincing manner.			Goal 2: MPA students communicate effectively in diverse professional contexts.			Goal 3: MPA students use appropriate strategies to solve problems and make decisions.		
MPA Administration Student Learning Outcomes		SLO 1.1: MPA students can apply core concepts in an applied setting.	SLO 1.2: MPA students connect/compare content across the program.	SLO 1.3: MPA students use seminal literature with current research to analyze a problem, policy, or organization.	SLO 2.1: MPA students will demonstrate appropriate behavior in professional settings.	SLO 2.2: MPA students will demonstrate the ability to write convincingly, concisely, and precisely.	SLO 2.3: MPA students will give organized and convincing oral presentations.	SLO 3.1: MPA students will apply rigorous methods.	SLO 3.2: MPA students will critically assess their own skills.	SLO 3.3: MPA students will perform systematic data collection and analysis in practical endeavors.
NASPAA Domain	Crosswalk/ Assessment									
5.1.d The ability to articulate, apply, and advance a public service perspective.	Crosswalk									
	Level of Learning	PA5060 PA5900 PA5010	PA5060 PA5900	PA 5060 PA 5180 PA 5260 PA 5360	PA5060 PA5000 PA5180 PA5260 PA5360 PA5460	PA5060 PA5000 PA5180 PA5260 PA5360 PA5460	PA5060 PA5000 PA5180 PA5260 PA5360 PA5460	PA5000 PA5180 PA5460	PA5900	PA 5180 PA 5260 PA 5460
	Course(s)									
	Mastered									
	Instructional Activities									
	Assessment Schedule									

App State MPA - NASPAA Assessment Plan Crosswalk

GR - Public Administration Student Learning Goals		Goal 1: MPA students apply disciplinary content in a convincing manner.	Goal 2: MPA students communicate effectively in diverse professional contexts.	Goal 3: MPA students use appropriate strategies to solve problems and make decisions.
GR - Public Administration Student Learning Outcomes		SLO 1.1: MPA students can apply core concepts in an applied setting.	SLO 1.2: MPA students connect/compare content across the program.	SLO 1.3: MPA students use seminal literature with current research to analyze a problem, policy, or organization.
NASPAA Domain	Crosswalk/Assessment	SLO 2.1: MPA students will demonstrate appropriate behavior in professional settings.	SLO 2.2: MPA students will demonstrate the ability to write convincingly, concisely, and precisely.	SLO 2.3: MPA students will give organized and convincing oral presentations.
		SLO 3.1: MPA students will apply rigorous methods.	SLO 3.2: MPA students will critically assess their own skills.	SLO 3.3: MPA students will perform systematic data collection and analysis in practical endeavors.
5.1.e The ability to communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large.	Crosswalk	Practice/Reinforce	Practice/Reinforce	Practice/Reinforce
	Level of Learning	Practice/Reinforce	Practice/Reinforce	Practice/Reinforce
Course(s)		PA5060 PA5000 PA5180 PA5260 PA5360 PA5460	PA5060 PA5000 PA5180 PA5260 PA5360 PA5460	PA5060 PA5000 PA5180 PA5260 PA5360 PA5460
		PA5060 PA5900 PA5010	PA5060 PA5900	PA 5180 PA 5260 PA 5460
Mastered				
Instructional Activities				
Assessment Schedule				

App State MPA - NASPAA Assessment Plan Crosswalk

GR - Public Administration Student Learning Goals		Goal 1: MPA students apply disciplinary content in a convincing manner.	Goal 2: MPA students communicate effectively in diverse professional contexts.	Goal 3: MPA students use appropriate strategies to solve problems and make decisions.
NASPAA Domain	Crosswalk/Assessment	SLO 1.1: MPA students can apply core concepts in an applied setting.	SLO 1.2: MPA students connect/compare content across the program.	SLO 1.3: MPA students use seminal literature with current research to analyze a problem, policy, or organization.
		SLO 1.1: MPA students will demonstrate appropriate behavior in professional settings.	SLO 2.1: MPA students will demonstrate the ability to write convincingly, concisely, and precisely.	SLO 2.2: MPA students will demonstrate give organized and convincing oral presentations.
		SLO 2.1: MPA students will demonstrate appropriate behavior in professional settings.	SLO 2.3: MPA students will give organized and convincing oral presentations.	SLO 3.1: MPA students will apply rigorous methods.
		SLO 3.1: MPA students will apply rigorous methods.	SLO 3.2: MPA students will critically assess their own skills.	SLO 3.3: MPA students will perform systematic data collection and analysis in practical endeavors.

INSTRUCTIONS:

For each area, enter:

Crosswalk

Level of Learning

Course(s)

Instructional Activities

Assessment Schedule

"X" where SLO and Domain intersect

(P) Practiced (M) Mastered

Courses that cover the specific SLO/Domain

Instructional activities that will address the SLO/Domain

Academic cycle that SLO/Domain will be assessed

COURSE LIST:

CORE

PA 5010	Field Based Research
PA 5060	Seminar in PA
PA 5180	Policy Evaluation
PA 5260	Org. Theory & Behavior
PA 5360	Personnel
PA 5460	Public Budgeting
PA 5558	Capstone Paper
PA 5559	Capstone Prof Skills
PA 5000	Research Methods
PA 5900	Internship

ELECTIVES FOR CONCENTRATIONS

CJ 5060	CJ Administration
CJ 5660	Crime, Theory, & Policy
CJ 5670	Crime Analysis
PA 5270	NonProfit Organizations
PA 5271	Grant Strategies & Prep
PA 5461	Public Financial Management
PA 5560	Local Government Administration
PA 5665	Public Management