

Master of Public Administration (MPA) Program: 2007 Assessment Report

Established in 1974, the MPA Program is the Levin College's largest multi-disciplinary graduate program, with an average headcount of 134 in CY 06. The delivery of the Program is through a partnership of the Levin College of Urban Affairs, the Political Science Department (CLASS), and the Nance College of Business' Health Care Administration Program. The MPA Program also participates in a dual degree (MPA/JD) program with the Marshall College of Law. Currently, a diverse faculty of 17 members drawn from the four colleges constitutes the Program's faculty.

Specifically, the MPA program's mission is to advance intellectual and administrative leadership in public administration by preparing students to assume the challenges of public service. Course work gives a diverse student body a foundation in general public administration and specialized skills grounded in one of the program's areas of expertise. It also helps students to discover, construct, interpret, and disseminate knowledge and understanding about the practice of public affairs. The MPA Program has built this mission on a commitment to nationally recognized excellence in public administration education and research, to the development of diverse leadership in government, to public service for solutions to urban problems, and to an enhanced understanding of public policy and management in a global society. The MPA faculty adopted this mission in 2004 and modified it slightly to the current statement in 2006.

Besides offering a generalist core curriculum, the MPA Program prepares students for careers in the following three areas: (1) public management, (2) economic development, and (3) health care administration. The public management specialization is divided into four sub-specializations — general public management, nonprofit management, public safety management, and city management. In 2004, *U.S. News and World Report*, ranked the MPA Program as second in the nation in the city management/urban policy specialization for the third time.

The MPA Program undergoes intensive peer-reviews through the National Association of Schools of Public Affairs and Administration (NASPAA). In 2004, NASPAA reaccruited the MPA Program through 2009-2010. Each year, NASPAA reviews the MPA Program's annual report.

As part of the mission-driven accreditation process, the MPA Program faculty drew the following six learning goals: (1) substantive knowledge, (2) core communication skills, (3) critical thinking skills, (4) breadth and application of knowledge of public administration, (5) understanding society and culture, and (6) value and ethics, including constitutionalism. After much deliberation, the MPA faculty selected these learning goals from specific syllabi in the core curriculum and the specialization requirements. These goals also reflect changing NASPAA accreditation standards.

Since 2003, the MPA Program faculty have assessed student performance on these goals through PAD 692, Capstone Seminar in Public Administration. In PAD 692, students must analyze a significant problem drawn from their MPA specialization and apply knowledge drawn from their research as well as the MPA curriculum. Graduating MPA students must prepare and defend a capstone paper in both written and oral forms. The capstone paper and oral presentation together serve as the final comprehensive examination for the MPA Program.

Annually, the MPA Program faculty analyze quantitative and qualitative data to assess the program's effectiveness along four dimensions: a generalist outcome, a methodological outcome, a specialization outcome, and a program improvement outcome. The data findings for 2006 appear in a separate file.

In addition, MPA faculty members serve as panelists for the capstone (oral) presentations and as reviewers of the randomly selected capstone papers. For the 2007 program assessment, fourteen faculty members reviewed the CY 2006 capstone papers and 10 faculty members served as panelists for the oral presentations. A dozen MPA alumni and practitioners also served as capstone presentation reviewers in 2006.

During MPA Program meetings in AY 06-07, the faculty reviewed the findings from the 2005 assessment. On March 6, 2007, the faculty held an in-depth discussion about the findings from the 2006 assessment.

As shown in Tables 1-3 in this report, the MPA faculty have used the assessment process to raise student performance and to reconfigure the curriculum. While the MPA faculty did not set a specific level of performance in their assessments of the capstone papers, Table 2 shows that the faculty reviewers did not assess a single student paper at the unsatisfactory level. Table 2 also show that the means for all six dimensions were the highest ever in CY06. On receiving these results, the MPA faculty expressed satisfaction with the outcomes.

The CSU review team requested a description of the learning goals and the assessment instruments. The Appendix contains these documents.

2007 Calendar Year Assessment Report

Program: MPA Program

Completed By: Vera Vogelsang-Coombs & Rachel Singer

Department: Urban Studies

Date: May 31, 2007

Goal 1:

Students will assume the challenges of public service by having a substantive foundation in general public administration (cited as the generalist outcome).

Outcomes	Research Methods	Findings	Review	Actions
Students will understand theories of public administration.	Student performance in PAD 600, 604, PSC 605/PAD 617 as per rubric For 2006 calendar year:	PAD 600-N=82 71% Exemplary 18% Satisfactory 5% Marginal 6% Unsatisfactory PAD 604 N=63 86% Exemplary 8% Satisfactory 3% Marginal 3% Unsatisfactory PSC 605/PAD 617 N=71 85% Exemplary 14% Satisfactory 0% Marginal 1% Unsatisfactory	MPA faculty reviewed CY 06 data in the March 2007 program faculty meeting.	See Tables 1 and 3 in the 2007 MPA Program Assessment Report.
Students will apply constitutional and ethical values of public administration.	Student performance in PAD 634 and 631 as per rubric	PAD 634 N=28 71% Exemplary 29% Satisfactory PAD 631 N=8 62.5% Exemplary 12.5% Satisfactory 12.5% Marginal 12.5% Unsatisfactory	MPA faculty reviewed CY 06 data in the March 2007 program faculty meeting.	None at this time

Goal 1: continued				
Outcomes	Research Methods	Findings	Review	Actions
Students will know how to apply principles of public personnel administration.	Student performance in PAD 630 as per rubric	PAD 630 N=37 70% Exemplary 27% Satisfactory 3% Marginal	MPA faculty reviewed CY 06 data in the March 2007 program faculty meeting.	None at this time

Goal 2: Students will assume the challenges of public service by having methodological skills in general public administration (cited as the methodological outcome).				
Outcomes	Research Methods	Findings	Review	Actions
Students will understand the fundamentals of quantitative methods.	Student performance in PAD 501 and PAD 601 as per rubric	79% of 501 students pass 601 in 2006	MPA faculty reviewed CY 06 data in the March 2007 program faculty meeting.	None at this time
Students will use statistical analysis effectively.	Student performance in PAD 601 via rubric	PAD 601 N=44 48% Exemplary 36% Satisfactory 11% Marginal 5% Unsatisfactory	MPA faculty reviewed CY 06 data in the March 2007 program faculty meeting.	None at this time
Students will assess the economic and revenue dimensions of public administration.	Student performance in PAD 603 via rubric	PAD 603 N=62 42% Exemplary 37% Satisfactory 18% Marginal 3% Unsatisfactory	MPA faculty reviewed CY 06 data in the March 2007 program faculty meeting.	See Table 3 in the 2007 MPA Program Assessment Report.
Students will know how to lead a strategic planning process.	Student performance in PSC/PAD 635 via rubric	PSC 635 N=32 63% Exemplary 31% Satisfactory 3% Marginal 3% Unsatisfactory	MPA faculty reviewed CY 06 data in the March 2007 program faculty meeting.	See Table 3 in the 2007 MPA Program Assessment Report.

Goal 3:
Students will develop specialized skills in on of the Program's substantive area: (1) public management, (2) economic development, and (3) health care administration (cited as the specialization outcome).

Outcomes	Research Methods	Findings	Review	Actions
Students will defend their problem analysis, using presentation technology, before a panel of MPA faculty members and practitioners.	This panel will use a special rubric that assesses students on the Program's six learning goals. 10 MPA faculty members and 12 alumni and external practitioners evaluated the MPA Capstone presentations in CY 2006. See the Appendix for the rubric.	Ten randomly selected capstones drawn from CY 2006 were evaluated. The panel of faculty and practitioners used a special rubric designed to assess student performance along nine dimensions. The scale ranged from 1 to 5 (high). <u>1. Written communication</u> Mean: 4.70, SD: 0.26, Variance: 0.07 <u>2. Project identification</u> Mean: 4.65, SD: 0.31, Variance: 0.09 <u>3. MPA core ideas</u> Mean: 4.50, SD: 0.36, Variance: 0.13 <u>4. Information Gathering</u> Mean: 4.71, SD: 0.32 , Variance: 0.10 <u>5. Analysis</u> Mean: 4.73, SD: 0.28, Variance: 0.08 <u>6. Project identification</u> Mean: 4.51, SD: 0.48, Variance: 0.23 <u>7. Learning</u> Mean: 4.64, SD: 0.43, Variance: 0.19 <u>8. Quality of Oral Presentation</u> Mean: 4.72, SD: 0.27, Variance: 0.07 <u>9. Response to Questions</u> Mean: 4.73/, SD: 0.27, Variance: 0.07	MPA faculty reviewed CY 06 data at the March 6, 2007 program faculty meeting.	None at this time.

Goal 3:
continued

Outcomes	Research Methods	Findings	Review	Actions
Students will prepare a written problem analysis.	MPA faculty used a special rubric designed to assess student performance, based on the 6 MPA learning goals. The rubric used a seven-point scale, from 0 to 6. See the appendix. Thirteen randomly selected capstones drawn from CY 2006 were evaluated by 14 MPA faculty members.	Mean for goal 1=4.58 Mean for goal 2=4.23 Mean for goal 3=4.19 Mean for goal 4=4.38 Mean for goal 5=4.54 Mean for goal 6=4.36 100% of capstone students completed PAD 692, Capstone Seminar in Public Administration in CY 2006.	MPA faculty reviewed CY 06 data in the March 2007 program faculty meeting. Marked improvements noted.	Noted in Tables 1 and 3 of the 2007 MPA Program Assessment Report.

Goal 4:
The MPA Program uses student feedback to improve the program. Students will assess their MPA Program experience favorably.

Outcomes	Research Methods	Findings	Review	Actions
Students will achieve the educational goals of the MPA Program.	Self assessment surveys	Comparative Data from CY 2006 self-assessments. Mean comparison of graduating students showed improvements on 28 dimensions. See the data tables in the supplement.	MPA faculty reviewed CY 06 data at the March 6, 2007 program faculty meeting.	See Table 3 in the 2007 MPA Program Assessment Report. The instrument was updated to reflect changing accreditation standards.
Students will evaluate their MPA Program experience positively.	End of Program SWOT	CY 06 Strengths, Weaknesses, Most and Least Benefit Received, and Program Improvements compiled	MPA faculty reviewed CY 06 data in the March 2007 program faculty meeting.	See Table 3 in the 2007 MPA Program Assessment Report..
Students will evaluate their MPA Program experience positively.	Exit surveys	Comparative data 2000 to 2006	MPA faculty reviewed CY 06 data at the March 6, 2007 program faculty meeting.	Faculty reviewed the data and were satisfied with the existing instrument.

Table 1- CY 03-06 Problem Identification, Improvement Plan & Outcomes

Identified Problem	05 Program Improvement Plan /Questions	05 Outcome	06 Outcome
The capstones were poorly written.	Faculty members in PAD 600, Introduction to Public Administration, will stress writing in their courses. Does the MPA Program need prerequisites or a writing workshop on how to organize a paper?	Table 2 - Outcomes presented to MPA faculty April 2006. CY 2005 data marked improvement in Goal 2 - Written Communication $\bar{x}$ = 2.885 - CY 03-04 $\bar{x}$=3.86 - CY 05	CY 06 data showed continuous improvement. Goal 2 - written communication $\bar{x}$= 4.23 - CY 06 14 faculty members served as reviewers in CY06.
Some courses give feedback to students at the end and therefore students do not have an opportunity to submit multiple drafts of their written work.	The MPA Capstone Course allows students to submit multiple drafts of their writing assignments.	The capstone course provides intensive feedback, which the students noted in the qualitative feedback. $\bar{x}$ =4.4 CY 05 for PAD 692 on IEQ evaluative item "gave timely feedback"	The capstone course provides continuous feedback both online and face-to-face. In Fall 06, students evaluated the capstone as the fourth-highest of all graduate courses delivered at the College. IEQ score=4.5 on item "gave timely feedback" in CY 06
The capstone papers were descriptive, not analytical. (This finding is similar to capstone courses in other MPA Programs.) Students had trouble stating an argument and applying the appropriate theories.	As of Spring 2005, the capstone course has a specific reading on critical thinking. Students apply this framework to analyze the seminar's readings. Then, they use it to assess their own capstone outlines.	CY 2005 data marked improvement in Goal 3 - Critical Thinking $\bar{x}$ = 2.769 - CY 03-04 $\bar{x}$ =3.93 - CY 05	CY 06 data showed continuous improvement in Critical Thinking: $\bar{x}$=4.19 - CY 06 After three years, student performance has improved a lot due to their exposure to a critical thinking framework. In fact, no faculty reviewer rated any student as "unsatisfactory." The papers were selected randomly.

Identified Problem	05 Program Improvement Plan /Questions	05 Outcome	06 Outcome
Students need to learn a standardized format for writing papers at the beginning of the MPA Program.	The MPA Program will require the APA style. The faculty members teaching PAD 600, Introduction to Public Administration, will introduce the APA style in their classes and will require it for their papers.	The program adopted the APA style, and it is required in the capstone course. CY 05 capstone papers used the APA format.	CY06, the capstone papers used the APA format. The APA format is also used in MPA core courses, such as PAD 600 and PAD 604.
The capstone projects were not standardized.	Should we limit the kind of projects for the capstone and then provide detailed instructions, e.g., a budget analysis, a policy analysis, etc.?	The differences in the capstones reflected the different MPA specializations of students. For example, economic development students tend to select a policy analysis while nonprofit students select organizational analysis, and general public management students select legislative analysis. Therefore, the capstone seminar permits a variety of projects. The syllabus contains detailed instructions for each type of project.	The capstone papers reflected the diversity of student interest as well as the range of MPA specializations. Diversity and excellence were compatible educational goals in CY 06.

Table 2 - Scoring Summary
Selected MPA Capstone Papers, CY03-CY06
MPA Faculty Reviewers (N=14, CY 06)

CY 2006 Papers (N=13)	Goal 1 Substantive Knowledge	Goal 2 Written Communica tion	Goal 3 Critical Thinking	Goal 4 Breadth & Application	Goal 5 Society & Culture	Goal 6 PA Values & Ethics
Exemplary (6-5)	53.85%	50.00%	46.15%	50.00%	50.00%	54.17%
Satisfactory(4-3)	42.31%	30.77%	38.46%	42.31%	46.15%	41.67%
Marginal (2-1)	3.85%	19.23%	15.38%	7.69%	3.85%	4.17%
Unsatisfactory (0)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Mean	4.58	4.23	4.19	4.38	4.54	4.36

CY 2005 Papers (N=13)	Goal 1 Substantive Knowledge	Goal 2 Written Communica tion	Goal 3 Critical Thinking	Goal 4 Breadth & Application	Goal 5 Society & Culture	Goal 6 PA Values & Ethics
Exemplary (6-5)	57.14%	32.14%	21.43%	28.57%	28.57%	28.57%
Satisfactory(4-3)	35.71%	53.57%	75.00%	64.29%	71.43%	64.29%
Marginal (2-1)	7.14%	14.29%	3.57%	7.14%	0.00%	7.14%
Unsatisfactory (0)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Mean	4.571	3.857	3.929	4.107	4.143	3.929

CY 03-04 Papers (N=9)	Substantive Knowledge	Written Communica tion	Critical Thinking	Breadth & Application	Society & Culture	PA Values & Ethics
Exemplary (6-5)	19.23%	19.23%	7.69%	3.85%	4.35%	21.74%
Satisfactory(4-3)	42.30%	38.46%	50%	57.69%	69.57%	43.48%
Marginal (2-1)	34.62%	30.77%	30.77%	34.62%	21.74%	30.43%
Unsatisfactory (0)	3.85%	11.54%	11.54%	3.85%	4.35%	4.35%
Mean	3.1540	2.8850	2.7690	2.8461	3.1739	3.1300

Table 3 - 06 Problem Identification Improvement Plan, & Outcomes

Identified Problem from Qualitative Data	06 Program Improvement Plan/Questions	Plan	Outcome 06
1. MPA Capstone seminar is too large	Fall 06 schedule has two sections of the capstone course taught by MPA faculty	Will assess in December 06.	Sp 07, two faculty members reviewed the capstone papers.
2. Students request the availability of amenities in the Urban Building similar to the Law School & Business Building	Discuss with Barb Benevento & Catering. Barb will discuss with new caterer.	Will assess in December 06	New caterer indicated that there was not enough business to warrant an Urban kiosk.
3. Complaints about the graduate student advisor	The College has a replacement who is student-centered.	Track complaints	SWOT analysis showed marked improvement.
4. Lack of city management courses consistent with #2 national ranking	Plan is to add a second course, the Cleveland Seminar, in spring 07, with Dr. Keller as the instructor.	Announce the availability of the new course	Dr. Keller developed this new course in Fall 06 (and delivered it in Spring 07). This new course was added to the MPA's city management specialization.
5. Reduce MPA courses with the same content, especially for students who have earned a BA degree at CSU	Get data on how many students are affected in Fall 06	Report back to the MPA faculty	Data showed approximately 25% of MPA students earned a CSU BA degree. The MPA director co-designed a 5-year BA/MPA Program in 2006. In 2007, this proposal was reviewed and approved by: (1) the MPA faculty, (2) the Levin College undergraduate faculty, (3) the Department of Urban Studies faculty, and (4) the Graduate Council. The MPA director modified the proposal to meet the UCC guidelines for 5-year programs. After presenting the modified proposal to the UCC in May 2007, the UCC deferred the proposal until fall 2007.

Identified Problem from Qualitative Data	06 Program Improvement Plan/Questions	Plan	Outcome 06
6.Reduce overlapping course content, based on feedback in past SWOT analysis	a. Should we establish a competency exam for PAD 600, Intro to PA? b. Should we establish a competency exam for PAD 603? Students who pass either exam can substitute an elective for the credit hours.	Depending on the outcome of #5: a. Have Intro faculty develop a competency exam in AY 07 b. Have PAD 603 (Dr. Spicer) develop a competency exam in AY 07	6a. No action taken 6b. Dr. Spicer agreed to develop such an exam. However, no MPA student took advantage of this opportunity.
7. MPA program duplicates courses for students who have earned a BA degree at CSU	Should we combine PSC 605/PAD 617, PAD 632, & PSC/PAD 635. Should we create a required track of “tools” courses, budgeting, IT, strategic planning, performance measurement.	Discuss this reconfiguration with Political Science & general public management faculties; report back to MPA faculty in AY 07.	The MPA faculty eliminated PAD 632 because it duplicated PSC/PAD 635. After consulting with Political Science, the MPA faculty reconfigured PSC/PAD 635 from Public Sector Management into Public Sector Information Management. The change in the course also reflects a new NASPAA accreditation standard. The reconfigured course will be delivered for the first time in Summer 07.
8. Lowest mean score on the self assessment survey for graduating students was in “developing a budget proposal.”	Should we make PAD 633 a requirement for all MPA students?	See above.	PAD 633 is a requirement in the city management specialization. A similar course is a requirement in the nonprofit specialization. Students in the general public management specialization are advised to take the budgeting class.

Table 4 - Program Improvement Outcome

Modified Goal 4: Students will assess their MPA Program experience favorably. ~~The MPA Program uses student feedback to improve the program.~~ The reworded goal was suggested by the 2006 CSU reviewers.

Goal 4: Students will evaluate their MPA Program experience favorably.				
Outcomes	Research Methods	Findings	Review	MPA faculty Actions/Plan
Students will achieve the educational goals of the MPA Program.	Self assessment surveys	Comparative Data from CY 2004, CY 2005, CY 06 self assessments Mean comparison of new & graduating students showed improvements on 28 dimensions.	MPA faculty reviewed data April 2006; March 2007. In 06, the lowest improvement noted in budgeting.	The MPA faculty reconfigured the curriculum in AY 06-07.
Students will evaluate their MPA Program experience positively .	End of Program SWOT	CY 05 Strengths, Weakness, Program Improvements compiled. CY 06 S Strengths, Weakness, Program Improvements compiled.	MPA faculty reviewed the qualitative data April 2006. MPA faculty reviewed the qualitative data in March 2007.	In 06, the MPA students reported a preference for 4-hour classes. The students reported inconsistencies in courses taught by part-time instructors. The MPA faculty are available to assist part-time instructors who teach their courses. Also, the program has standardized the course objectives in the core curriculum.
Students will evaluate their MPA Program experience positively .	Exit surveys	Comparative data 2000 to 2006	MPA faculty reviewed data April 2006; also in March 2007	Data reviewed by the MPA faculty in March 07. No action at this time.

Attachments: Appendix & Supplemental Data

MPA Program Report – Appendix

MPA PROGRAM LEARNING GOALS ACHIEVED THROUGH PAD 692/691 PUBLIC ADMINISTRATION CAPSTONE SEMINAR

- Goal 1: Substantive Knowledge:** MPA students will gain knowledge of factual information about public and nonprofit administration that enables them to analyze a defined policy problem, challenge, or opportunity successfully in the capstone project.
- Students will explore the relationship between theory and practice in their capstone project.
 - Students' selection of the capstone project will reflect a social, political, policy challenge that is fundamental to the practice of public or nonprofit administration in the contemporary context.
 - Students can identify salient features of public administration and constitutional values.
- Goal 2: Core Communication Skills:** MPA students will demonstrate competence in written and oral forms.
- Students will prepare a written capstone paper that integrates learning from the MPA core curriculum.
 - Students will "defend" their capstone paper to a panel of faculty, alumni, and practitioners.
- Goal 3: Critical Thinking Skills:** Students will develop critical acumen such that they can make defensible judgments about policies and administrative behaviors and not to take information as dogma.
- Students' participation in class appropriately will apply a critical thinking framework that allows them to identify arguments and question the underlying assumptions of analytical research.
 - Students' capstone project will show appropriate data gathering and information analysis techniques.
 - Students can distinguish between good and bad evidence for claims about policies or administrative behavior.
 - Students will show the capacity to disagree respectfully and to apply ideas without becoming argumentative or without personalizing an issue.
 - Discussion in class will allow students to share, disagree, or apply new viewpoints to contemporary issues.
 - Students apply methodological skills to analyze a defined administrative or policy issue in their capstone project.

**MPA PROGRAM GOALS AND LEARNING OUTCOMES THROUGH
PAD 692/691 PUBLIC ADMINISTRATION CAPSTONE (continued)**

Goal 4: Breadth and Application of Knowledge: Students will understand that public administration is a multi disciplinary field.

- Students will have exposure to a range of disciplines during their core program and in the capstone readings and discussions.
- Students will show that they can analyze a problem from a multi disciplinary perspective, e.g., political, legal, economic, social, psychological dimensions.

Goal 5: Understanding Society and Culture:

- Students will place a “public administration problem” in a global context through MPA course readings and formal assignments .
- Students will offer viewpoints in class, based on justification rather than advocacy, about contemporary issues.
- Students’ capstone papers will focus on a contemporary issue.
- Students’ capstone projects, both the written paper and the oral defense, must demonstrate that they understand public administration broadly and they do not base their conclusions on advocacy or personal opinions.

Goal 6: Values and Ethics: Students will demonstrate how public administration’s (constitutional) values and ethics influence their analysis and their learning.

- Students will review ethical frameworks and social equity writings in the capstone.
- Students will explore ethical dilemmas drawn from public administration practice.
- Students will grapple with actual ethical dilemmas that public administrators face on the job and apply ethical frameworks and standards of social equity into their decision making in the capstone.
- Classroom readings, discussion, and guest speakers will emphasize the importance of social/civic values and ethical responsibility.

MPA CAPSTONE PROJECT PAPER ASSESSMENT			
Outcome/Goals	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Goal 1 - Substantive Knowledge	Significant public administration problem explored the relationship between theory and the practice of public administration in an area of specialization; the explanation of the project was complete and specific.	Significant problem identified; understandable problem statement but the relationship between theory and practice not explored; the explanation of the project was generally clear.	Unclear or nonexistent problem statement; the explanation was unclear, confusing, or nonexistent.
Goal 2 - Written Communication	Excellent writing and organization with few grammatical errors.	Good writing and organization with some grammatical errors.	Disorganized writing with many serious grammatical errors.
Goal 3 - Critical Thinking	Superior data gathering and excellent analytical skills were used; methods were consistent with the project's purpose; more than sufficient evidence to support recommendations; strengths & weaknesses of the analysis were acknowledged	Good data gathering skills and basic analytical skills were used; methods were consistent with the project's purpose; sufficient evidence to support recommendations; strengths but not weaknesses were acknowledged	Insufficient data gathering and weak or no analytical skills were used; methods were inconsistent or contradicted the project's purpose; insufficient or no evidence to support recommendations; no strengths or weaknesses were acknowledged
Goal 4 -Breadth & Application of Knowledge	Accurate evidence was drawn broadly from the scholarly literature; the analysis incorporated a multi-disciplinary framework	Evidence was accurate but drawn primarily from popular sources; the analysis was understandable but not expressed in terms of a multi-disciplinary framework	Evidence was inaccurate or not relevant.
Goal 5 - Understanding Society and Culture	A contemporary problem placed in a broad context; findings were not overstated	A contemporary problem was placed in a broad context; findings were overstated and based on advocacy (or personal opinions)	A contemporary problem was not placed in a broad context; findings were based on advocacy (or personal opinions)
Goal 6 - Values & Ethics of Public Administration	Thorough & insightful application of the public administration concepts, theories, models, & ethical approaches learned in the MPA Program	Basic application of the public administration concepts, theories, models, and ethical approaches learned in the MPA Program	Less than satisfactory of public administration values, concepts, theories, models or ethical approaches drawn from the MPA Program

MPA Capstone Paper Scoring Rubric

Capstone Paper Assessment	Score	Grade	Explanation
Exemplary Performance	6	A	All “Exceeds Expectations” were met
	5	A-	Most, but not all, “Exceeds Expectations” met
Satisfactory Performance	4	B+	Some “Exceeds Expectations” while all “Meets Expectations” met
	3	B	All “Meets Expectations” were met
Marginal Performance	2	B-	Most, but not all, “Meets Expectations” met
	1	C	Some but not all “Meets Expectations” met
Unsatisfactory Performance	0	F	None of the “Meet Expectations” met

Name: _____ PeopleSoft/ID Number _____

**MPA CAPSTONE PROJECT
ORAL PRESENTATION ASSESSMENT RUBRIC**

Evaluator _____ Student # _____ Date _____

Title of Capstone _____

1. Clarity in communication (goals 2 and 3)– grammar, organization, syntax, and the use of language (circle one):

5= the slides are concise and consistent with standards of grammar, spelling, and punctuation; organization of ideas is logical

4=

3= slides are not concise but mostly consistent with standards of grammar, spelling, and punctuation; the organization of ideas is logical

2=

1= slides are unclear and inconsistent with standards of grammar, spelling, and punctuation

2. Capstone project identification (goals 1 and 4):

5=oral explanation of the situation, policy problem, or community challenge/opportunity and its importance is clear, complete, and expressed in multi disciplinary public administration terms

4=

3= oral explanation of . . . and its importance is understandable but not expressed in public administration terms

2=

1= oral explanation of . . . and its importance is unclear and confusing.

3. Coverage of core ideas (goals 1, 4, 5, 6) – does the oral presentation draw on concepts, theories, and ethical models from the MPA core curriculum and/or area of specialization (circle one)?

5=discussion of concepts, theories, models, and ethical approaches is complete, accurate and thorough

4=

3= discussion of . . . is basically accurate and directly applicable to the capstone project

2=

1=discussion of . . . is incomplete, inaccurate, and not applicable to the project

4. Information gathering (goals 3 and 4):

5=information was gathered as required for the purpose of the capstone project

4=

3=

2= portions of the required data gathering are incomplete or weak

1=data gathering and information are incomplete or insufficient for the purpose

Name: _____ PeopleSoft/ID Number _____

5. Analytical focus (goals 1,2, and 3)– Does the oral presentation provide analysis rather than advocacy?

5= analysis of information is specific and clear; analysis was consistent with analytical purpose; findings are not overstated

4=

3= description of analysis is generally clear; findings approach advocacy

2=

1= analysis is incomplete, vague, or unclear; findings reflect personal opinions

6. Project recommendations (Goals, 2, 3, and 6)

5=discussion of recommendations reflects thorough analysis; evidence to support recommendations are more than sufficient

4=

3=discussion of recommendations reflects thorough analysis; evidence to support recommendations is sufficient

2=

1=discussion of recommendations reflects little or no analysis; evidence to support recommendations is insufficient or missing.

7. Learning (Goals 1, 5, and 6) - what was the impact of the MPA program?

5= explanations of learning to the student are thorough, insightful, and candid; strengths and weaknesses are acknowledged with reference to continuous improvement; the capstone project was a significant educational experience

4=

3=explanations . . . are somewhat thoughtful and candid; strengths and weaknesses are acknowledged, although continuous improvement is not referenced; the capstone project was a moderate educational experience

2=

1=explanations . . . are inadequate or missing altogether; no evidence that the capstone project was a growth and development experience.

8. Quality of the oral presentation (goals 1 and 2)- did the student make an effective presentation?

5= the presentation was very clear and very well organized; technology appropriately supported the presentation

4=

3=the presentation was clear and organized; technology supported the presentation

2=

1=the presentation was unclear and unfocussed; technology was used inappropriately or not at all

Name: _____ PeopleSoft/ID Number _____

9. **Response to questions (goals 1, 2, and 3):** Did the student respond effectively to questions?

5= the answers were very organized, very responsive, and very clear

4=

3=the answers were organized but not responsive

2=

1=the answers were disorganized, unresponsive, and unclear

10. What is your **overall qualitative assessment** of the student's oral presentation?

11. Grade: **High pass= 36 points or higher/Pass = 27 points or higher/Fail=below 27 points**

Name: _____ PeopleSoft/ID Number _____

MPA Program Student Self Assessment

Name: _____ People Soft/ID Number _____

Semester admitted into the MPA Program _____ Semester/Year of Graduation _____

Circle one: New Student or Graduating Student

MPA Specialization (Check one if you are graduating):

- ☐ General Public Management
- ☐ Nonprofit Management
- ☐ City Management (new)
- ☐ Public Safety Management
- ☐ Economic Development
- ☐ Health Care Administration
- ☐ Long-Term Care Administration

Are you a dual-degree (JD/MPA) student? Yes No

Please indicate: (1) which of the following activities you ARE NOW ABLE TO DO and (2) HOW CONFIDENT YOU are that you can do it. For each activity, circle YES or NO, and then circle a confidence rating.

ACTIVITIES	CAN DO IT?		IF YES, HOW CONFIDENT ARE YOU?			
	Yes	No	Not at all Confident		Very Confident	
			1	2	3	4
1. Effectively analyze management problems	YES	NO	1	2	3	4
2. Effectively analyze policy issues	YES	NO	1	2	3	4
3. Develop a budget proposal	YES	NO	1	2	3	4
4. Effectively express your ideas in a written report	YES	NO	1	2	3	4
5. Make an effective oral presentation	YES	NO	1	2	3	4
6. Use a spreadsheet in a presentation	YES	NO	1	2	3	4

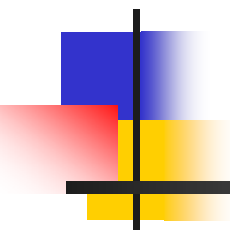
Name: _____ PeopleSoft/ID Number _____						
ACTIVITIES	CAN DO IT?		IF YES, HOW CONFIDENT ARE YOU?			
	Yes	No	Not at all Confident		Very Confident	
			1	2	3	4
7. Work independently without supervision	YES	NO	1	2	3	4
8. Evaluate a public program	YES	NO	1	2	3	4
9. Analyze revenue issues	YES	NO	1	2	3	4
10. Manage organizational change	YES	NO	1	2	3	4
11. Assess economic dimensions of an issue	YES	NO	1	2	3	4
12. Work effectively in a diverse team	YES	NO	1	2	3	4
13. Analyze competing policy claims	YES	NO	1	2	3	4
14. Manage interpersonal conflict	YES	NO	1	2	3	4
15. Provide leadership in an organization	YES	NO	1	2	3	4
16. Identify and understand legal issues in administration	YES	NO	1	2	3	4
17. Use computers for information gathering and analysis	YES	NO	1	2	3	4
18. Use organization theory	YES	NO	1	2	3	4
19. Apply critical thinking skills	YES	NO	1	2	3	4
20. Apply constitutional principles/ ethical values of public administration	YES	NO	1	2	3	4
21. Work effectively within the political environment of public administration	YES	NO	1	2	3	4
22. Use statistical analysis effectively	YES	NO	1	2	3	4

Name: _____ PeopleSoft/ID Number _____

ACTIVITIES	CAN DO IT?		IF YES, HOW CONFIDENT ARE YOU?			
	Yes	No	Not at all Confident 1	2	3	Very Confident 4
23. Lead a strategic planning process	YES	NO	1	2	3	4
24. Conduct a cost-benefit analysis	YES	NO	1	2	3	4
25. Motivate and supervise employees effectively	YES	NO	1	2	3	4
26. Write a grant or proposal effectively	YES	NO	1	2	3	4
27. Design/Administer/Analyze Surveys	YES	NO	1	2	3	4
28. Identify and understand the impact of globalization on public administration	YES	NO	1	2	3	4
29. Use information technology appropriately (New):	YES	NO	1	2	3	4
30. Other (specify):	YES	NO	1	2	3	4

31. Please use this space for comments:

Please return the completed survey (two pages) to Dr. Vera Vogelsang-Coombs, MPA Program Director Department of Urban Studies, Maxine Goodman Levin College of Urban Affairs, Cleveland State University, Cleveland, Ohio 44115 or by fax at 216.687.9239

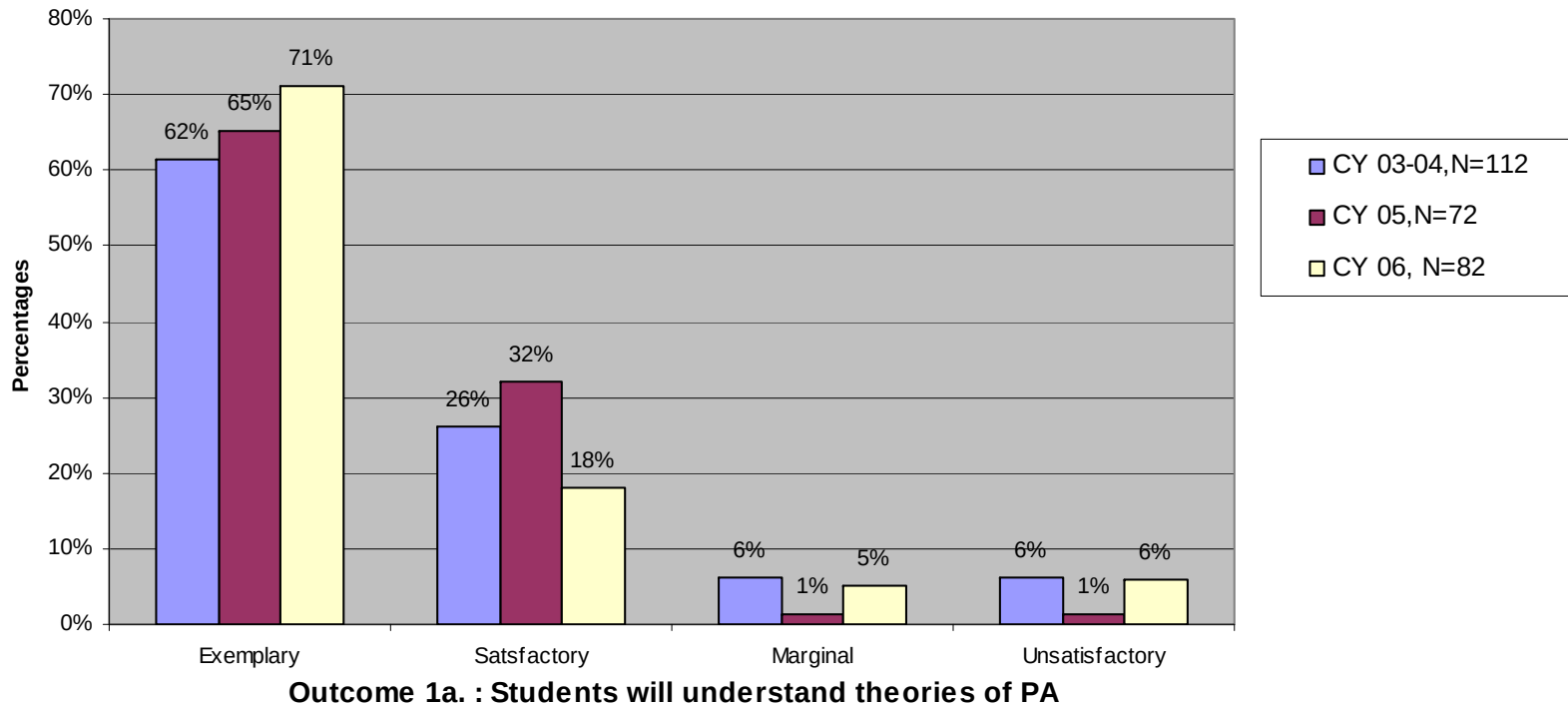


MPA Assessment CY 03-04 - CY 05 – CY 06

Dr.Vera Vogelsang – Coombs
Program Director - MPA

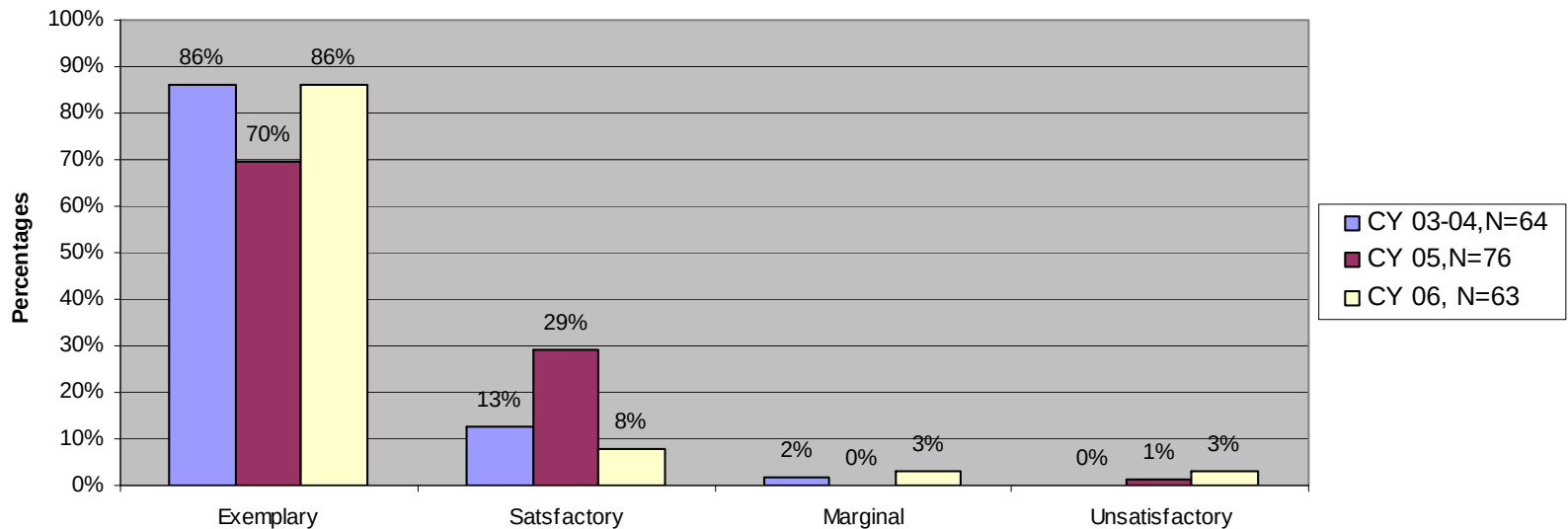
Goal 1: Students will assume the challenges of public service by having a substantive foundation in general public administration

MPA Assessment CY 03-04 - CY 05 - CY 06
PAD 600: Introduction to Public Administration



Goal 1: Students will assume the challenges of public service by having a substantive foundation in general public administration

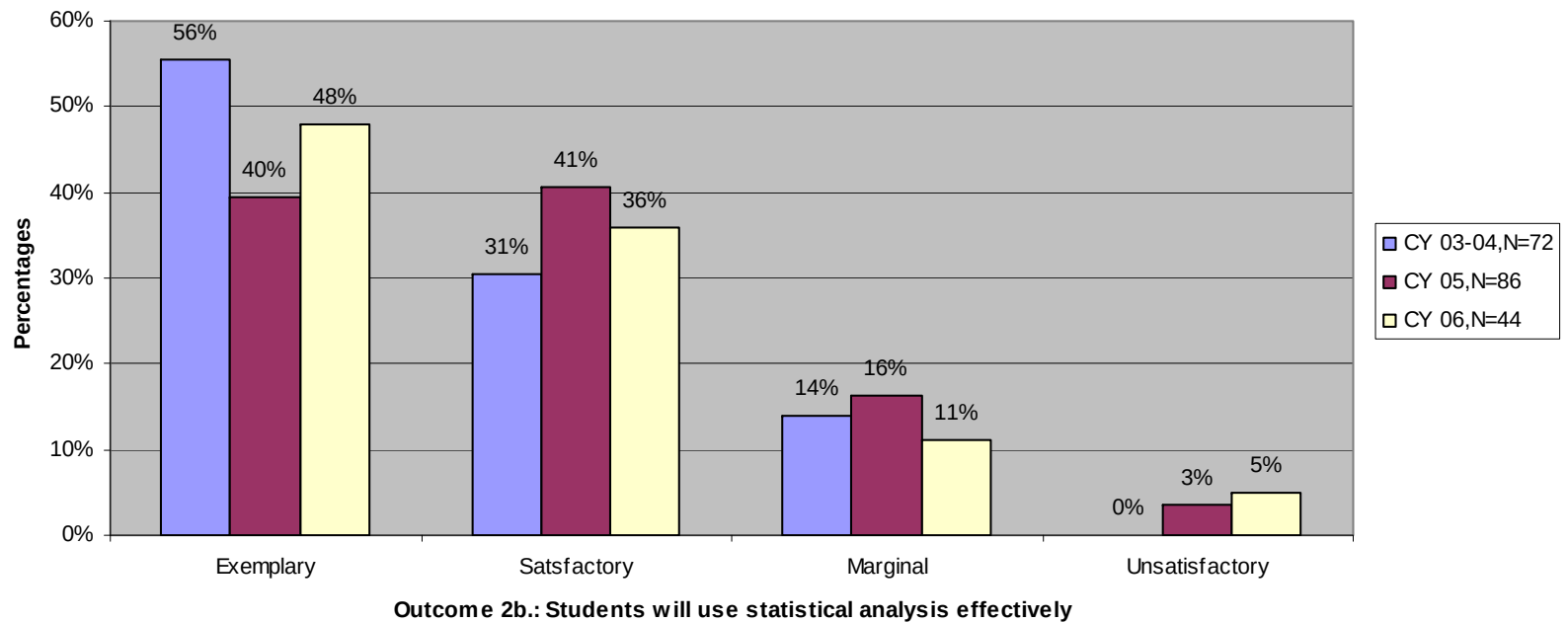
MPA Assessment CY 03-04 - CY 05 - CY 06
PAD 604



Outcome 1a. : Students will understand theories of PA

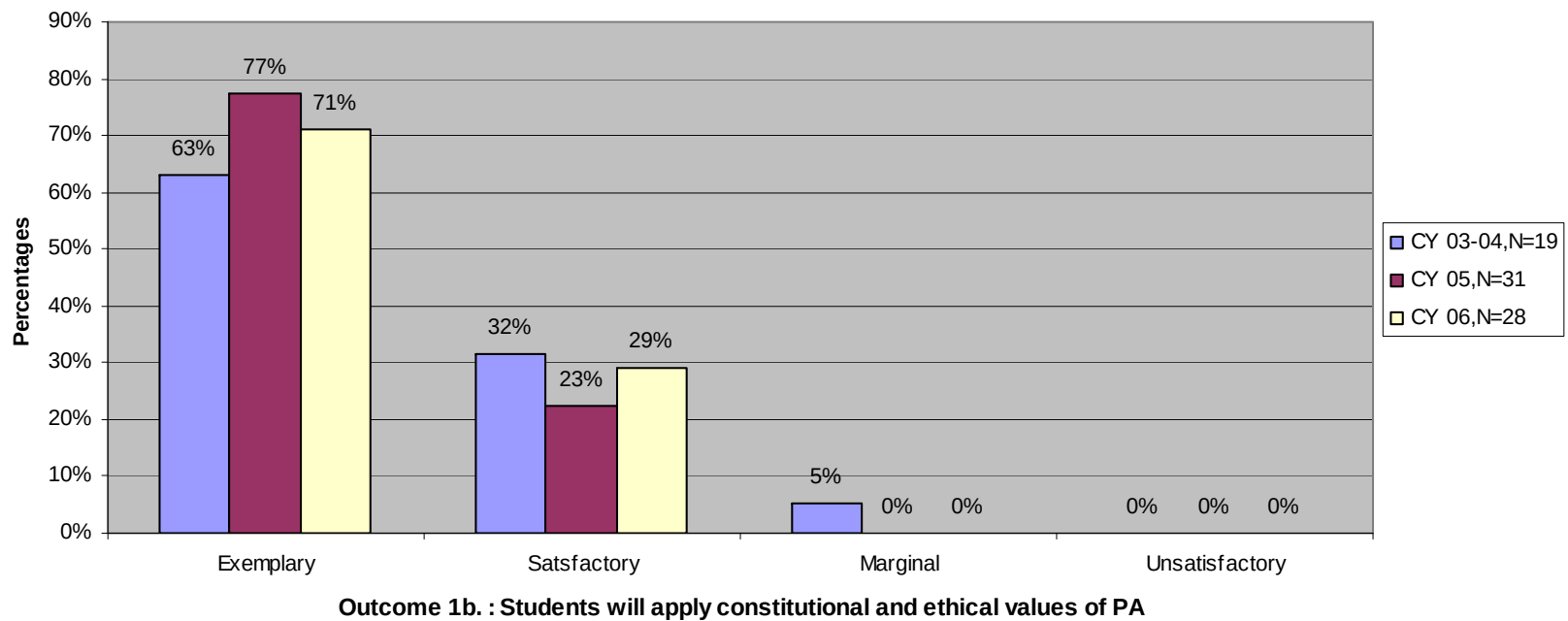
Goal 1: Students will assume the challenges of public service by having a substantive foundation in general public administration

MPA Assessment CY 03-04 - CY 05 - CY 06
PAD 601



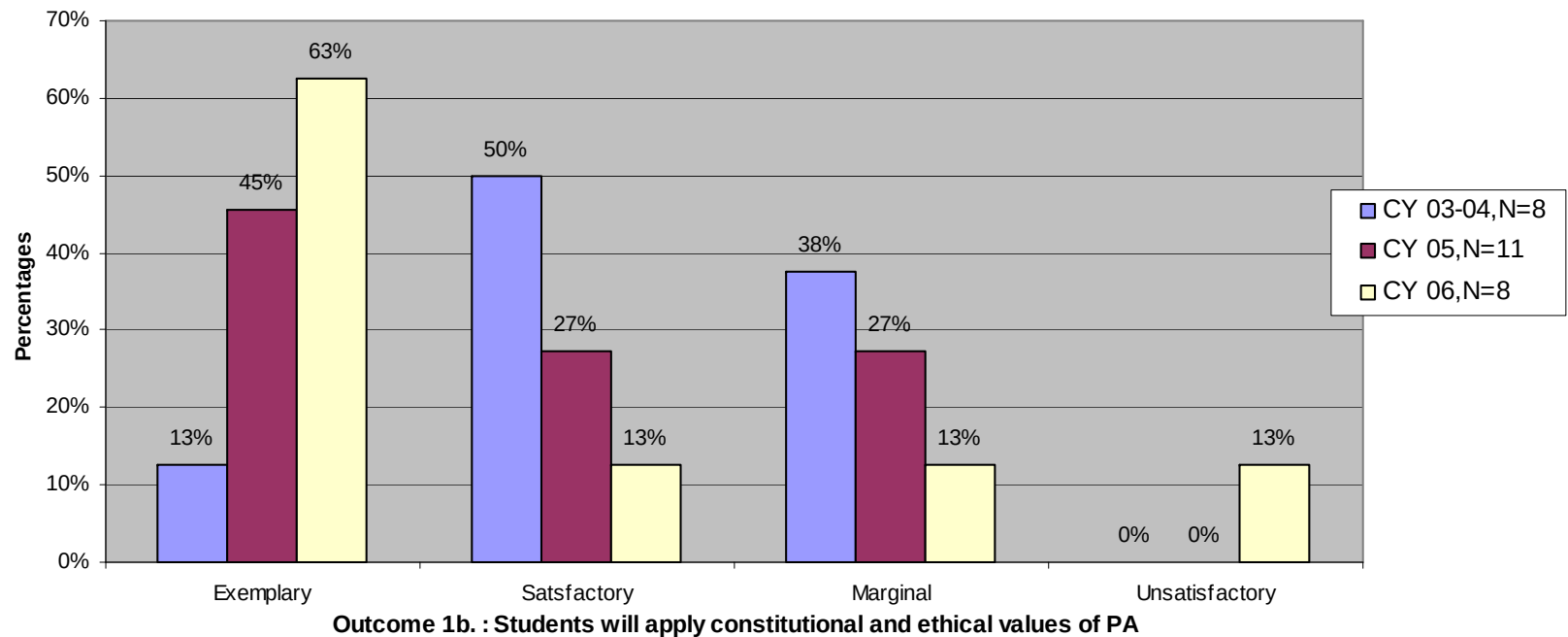
Goal 1: Students will assume the challenges of public service by having a substantive foundation in general public administration

MPA Assessment CY 03-04 - CY 05 - CY 06
PAD 634



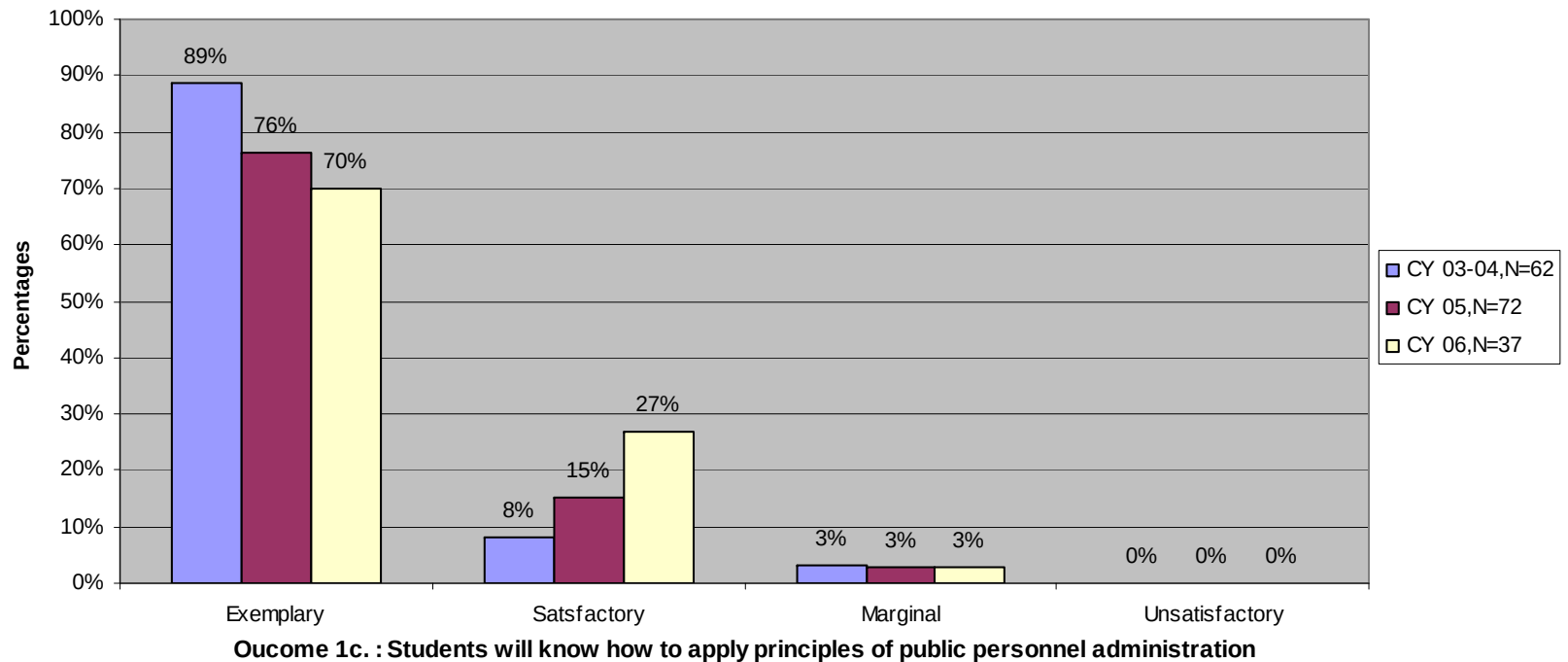
Goal 1: Students will assume the challenges of public service by having a substantive foundation in general public administration

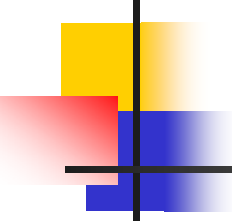
MPA Assessment CY 03-04 - CY 05 - CY 06
PAD 631



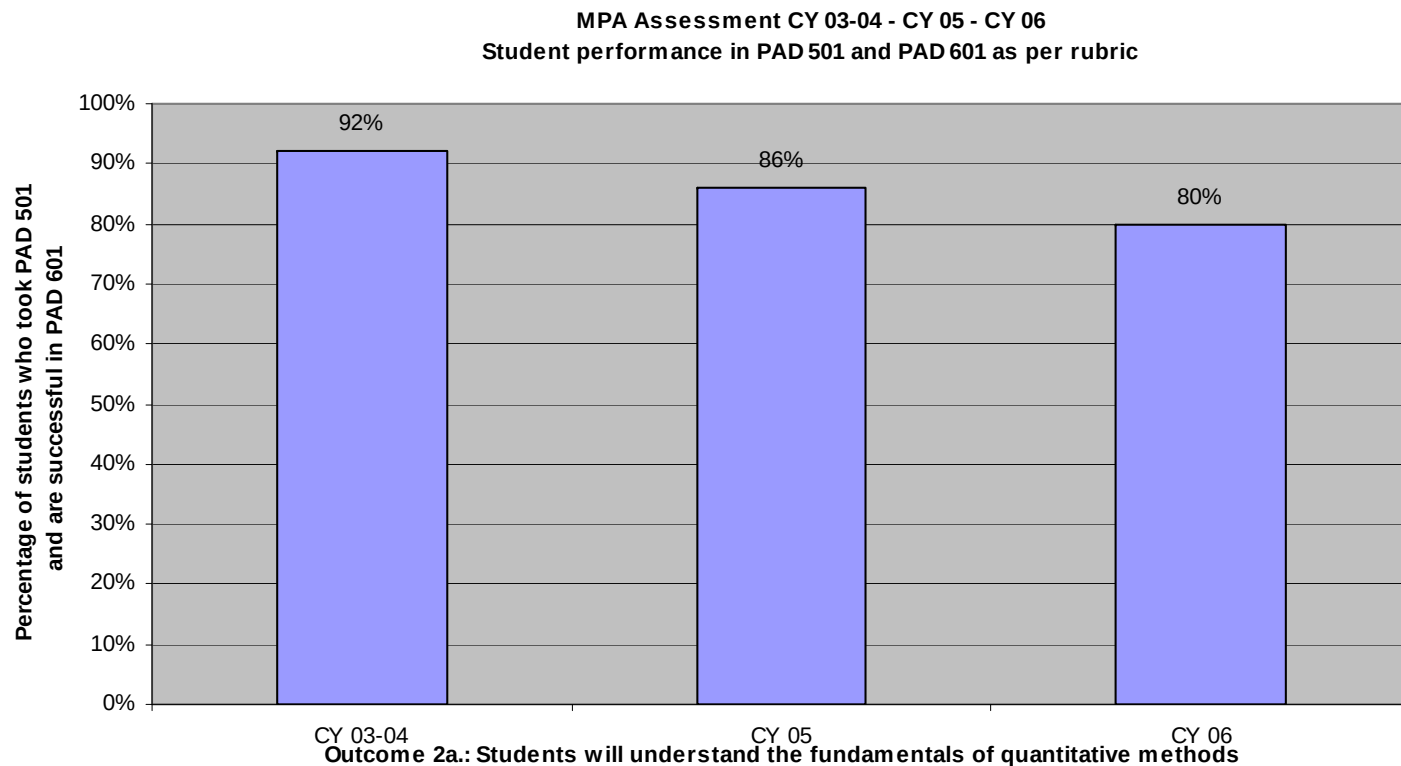
Goal 1: Students will assume the challenges of public service by having a substantive foundation in general public administration

MPA Assessment CY 03-04 - CY 05 - CY 06
PAD 630



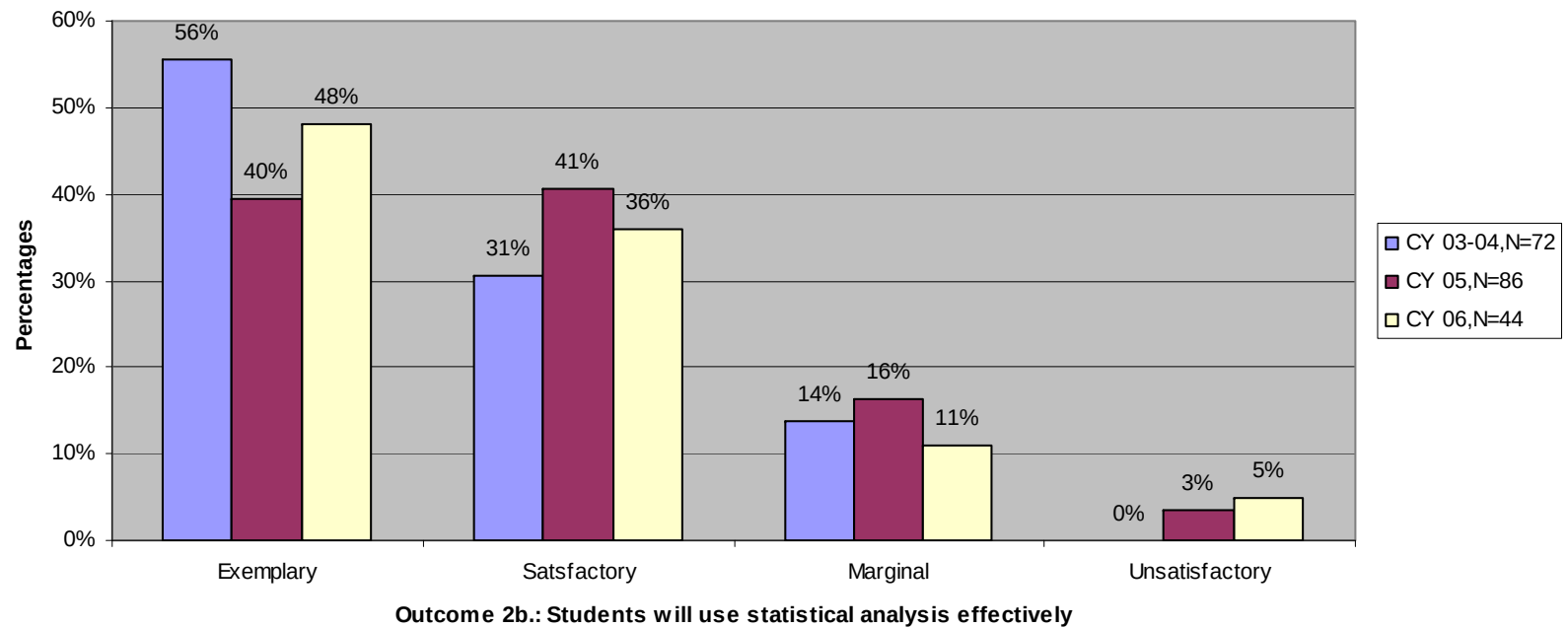


Goal 2 : Students will assume the challenges of public service by having methodological skills in general public administration



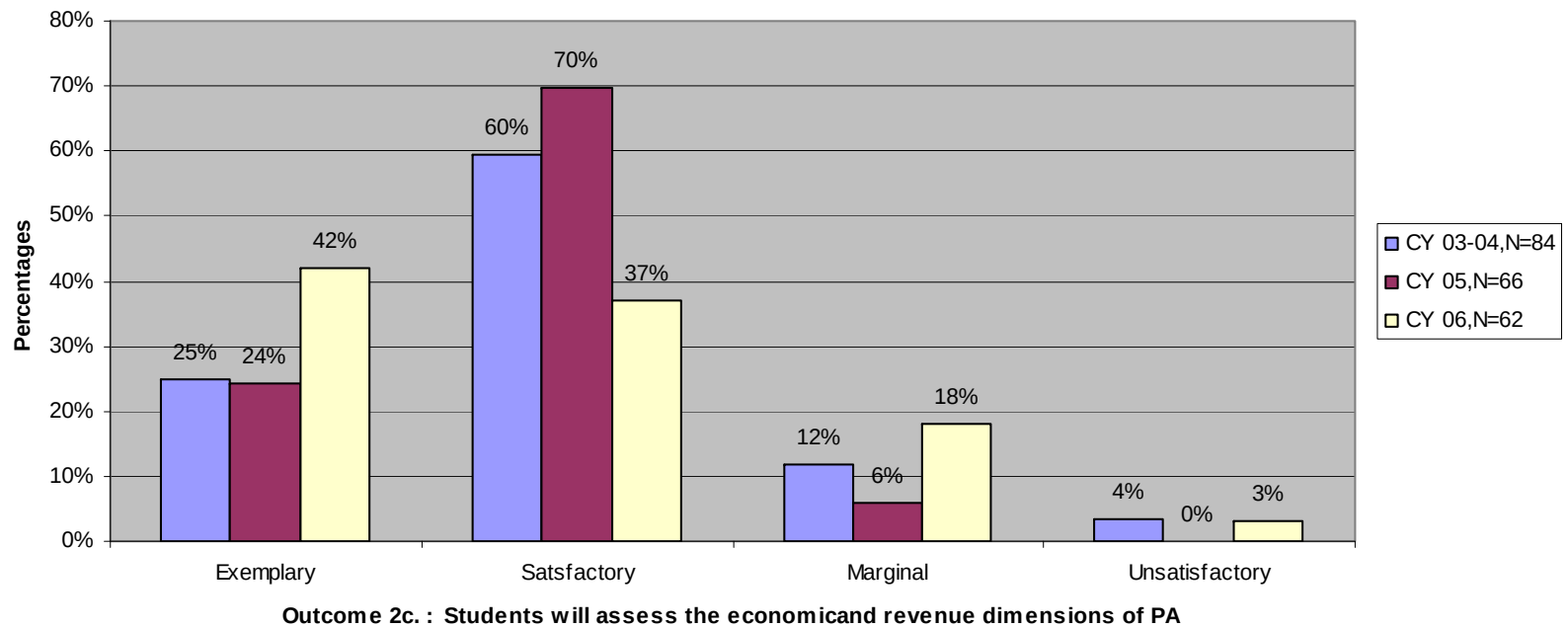
Goal 2 : Students will assume the challenges of public service by having methodological skills in general public administration

MPA Assessment CY 03-04 - CY 05 - CY 06
PAD 601



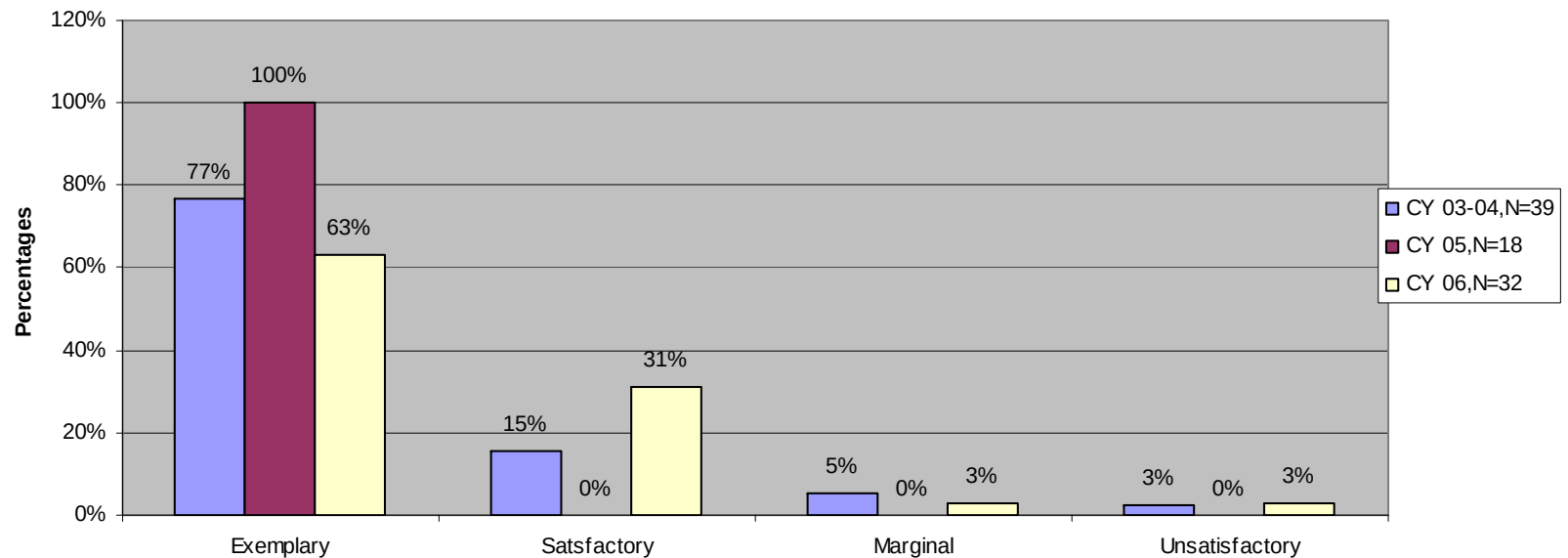
Goal 2 : Students will assume the challenges of public service by having methodological skills in general public administration

MPA Assessment CY 03-04 - CY 05 - CY 06
PAD 603



Goal 2 : Students will assume the challenges of public service by having methodological skills in general public administration

MPA Assessment CY 03-04 - CY 05 - CY 06
PSC 635



Outcome 2d : Students will know how to lead a strategic planning process

Goal 3 : Students will develop specialized skills in one of the Program's substantive area : (1) Public management, 2) Economic development and (3) Health care administration by preparing a written problem analysis

MPA Capstone Papers CY 2003-04, CY 05, CY 2006

