Appendices- Standard 5

- Table 5C: Assessment Plan
- Public Administration 2013 Annual Assessment Report to SF State
- Public Administration Rubrics
    - MPA Faculty Peer Evaluation Rubric
    - Admissions Writing Rubric
    - Pre and Post-Program Case Assessment Rubric
    - Oral Presentations Evaluation Rubric
    - Team Work Project Assessment Rubric (Pilot)
    - Urban Administration Elective Emphasis Assessment Rubric

Table 5C: Assessment Plan

Competency	Means of Assessment	Schedule	Assigned to:
Lead and manage in public governance	Pre- and post-program case study analysis	Every semester as students arrive and then graduate	PA 800 instructor
	Strategic Assessment Memorandum Scores	Every semester as students graduate	PA 800 instructor
	Reflective papers	Every semester as students graduate	PA 800 instructor
	SAM passing rates	Every semester as students graduate	PA 800 instructor
	Exit Survey	Every semester as students graduate	Assessment Committee
	Team work Assessment	In every class with team work project	Faculty teaching class
Participate in and contribute to the policy process	Papers in PA 715	Every time PA 715 is taught	Faculty teaching 715
Analyze, synthesize, think critically, solve problems and make decisions	Pre- and post-program case study analysis	Every semester as students arrive and then graduate	PA 800 instructor
To articulate and apply a public service perspective	Pre- and post-program case study analysis	Every semester as students arrive and then graduate	PA 800 instructor
	Strategic Assessment Memorandum Scores	Every semester as students graduate	PA 800 instructor
	Reflective papers	Every semester as students graduate	PA 800 instructor
	Exit Survey	Every semester as students graduate	Assessment Committee
Communicate and interact productively with a diverse and changing workforce and citizenry	Oral presentations videotaped and scored by peers	As students take PA 800	PA 800 Instructor
	Writing skills—SAM scores	Every semester as students arrive and then graduate	PA 800 instructor
	Writing skills—pre- and post-program case study	Every semester as students arrive and then graduate	PA 800 instructor
Public	Elective emphasis	Semester 1 of staggered	Assessment

Management Elective Emphasis	paper and sample of eportfolio products review	assessment schedule	committee
Nonprofit Administration Elective Emphasis	Elective emphasis paper and sample of eportfolio products review	Semester 2 of staggered assessment schedule	Assessment committee
Urban Administration	Elective emphasis paper and sample of eportfolio products review	Semester 3 of staggered assessment schedule	Assessment committee
Public Policy	Elective emphasis paper and sample of eportfolio products review	Semester 1 of staggered assessment schedule	Assessment committee
Criminal Justice Administration	Elective emphasis paper and sample of eportfolio products review	Semester 2 of staggered assessment schedule	Assessment committee
Environmental Administration & Policy	Elective emphasis paper and sample of eportfolio products review	Semester 3 of staggered assessment schedule	Assessment committee

Student Learning Outcomes Assessment Report
Public Administration / School of Public Affairs & Civic Engagement
2013

The Public Administration Program utilizes a variety of ways to measure our student learning outcomes in order to cover as wide a range as possible of our student learning goals.

These numbered Public Administration goals, along with the means of assessment and available evidence of results, are presented in Table 1. The table is further organized by NASPAA's universal competencies.

Table 1: Program Assessment Methods and Evidence by Goals

Goal / Objective	Assessment Means	Evidence
To lead and manage in public governance		
Goal 6: Provide students with substantive knowledge about the depth and breadth of public affairs today. • *Objective 1*: Develop an understanding of the theoretical and intellectual knowledge underpinning the discipline of public affairs - the history and theories of the field, the importance of social, economic, and political institutions, and the public policy process.	Rubrics for Pre- and Post- Program Case Analysis / Rubric for SAMs	Score over time for Pre-and Post- Program Cases / Scores on SAM rubrics / Passing Rate on SAMs / Reflective papers
Goal 7: Provide students with the skills necessary to be leaders in today's and tomorrow's organizations.	Eportfolio / Reflective papers	Examples in Eportfolio papers / Reflective papers
Goal 7, Objective 2: Develop the essential professional skills necessary for students to succeed in public service--research skills, budgeting and policy analysis skills, skills in organizational development and change, skills in personnel management, and the skills necessary in today's environment of shared governance, like collaboration and negotiation.	Rubrics for Pre- and Post- Program Case Analysis / Rubric for SAMs / Eportfolio papers on policy	Score over time for Pre-and Post- Program Cases / Scores on SAM rubrics
Goal 7, Objective 5: Enhance students' abilities to work in groups and teams, providing positive experiences and the opportunity to assess the importance of using teams to accomplish organizational tasks.	Rubric for Assessing Team Work Abilities—Piloted 2012-13	Team Work Assessment / MPA Eportfolio / Reflective papers

Goal 7, Objective 6: Train students to utilize the predominant computer and Internet applications as tools appropriate for the public and nonprofit workplace.	Qualitative Evaluation of Eportfolio products-- Rubric	Eportfolio / Exit Surveys
Goal 9: Provide students with the substantive knowledge about a specialized area of public affairs.	Rubrics for Elective Emphases Eportfolios	Products evaluated in Eportfolios
To participate in and contribute to the policy process		
Goal 7, Objective 2: Develop the essential professional skills necessary for students to succeed in public service--research skills, budgeting and policy analysis skills, skills in organizational development and change, skills in personnel management, and the skills necessary in today's environment of shared governance, like collaboration and negotiation.	Rubrics for Pre- and Post- Program Case Analysis / Rubric for SAMs / Eportfolio papers on policy	Score over time for Pre-and Post- Program Cases / Scores on SAM rubrics
Goal 9: Provide students with the substantive knowledge about a specialized area of public affairs.	Rubrics for Elective Emphases Eportfolios	Products evaluated in Eportfolios
To analyze, synthesize, think critically, solve problems and make decisions		
Goal 7, Objective 1: Enhance students' critical thinking skills.	Rubrics for Pre- and Post- Program Case Analysis / Rubric for SAMs	Score over time for Pre-and Post- Program Cases / Scores on SAM rubrics / Passing Rate on SAMs / Reflective papers
Goal 7, Objective 5: Enhance students' abilities to work in groups and teams, providing positive experiences and the opportunity to assess the importance of using teams to accomplish organizational tasks.	Rubric for Assessing Team Work Abilities— Piloted 2012-13	Team Work Assessment / MPA Eportfolio / Reflective papers
Goal 7, Objective 6: Train students to utilize the predominant computer and Internet applications as tools appropriate for the public and nonprofit workplace.	Qualitative Evaluation of Eportfolio products-- Rubric	Eportfolio / Exit Surveys
To articulate and apply a public service perspective		
Goal 8: Provide students with the ability	Rubrics for Pre- and	Pre- and Post- Program

to be sensitive and knowledgeable about ethical, diversity international issues and public sector values in the public and nonprofit sectors.	Post- Program Case Analysis / Rubric for SAMs / Eportfolio papers	Case Analysis & Rubric / Eportfolio / Strategic Assessment Memos / Reflective papers
To communicate and interact productively with a diverse and changing workforce and citizenry		
Goal 7, Objective 3: Develop students' skills so that they can write effectively and concisely for an audience of professionals.	Rubrics for Pre- and Post- Program Case Analysis / Rubric for SAMs / Eportfolio papers	Score over time for Pre-and Post- Program Cases / Scores on SAM rubrics / Passing Rate on SAMs / Reflective papers
Goal 7, Objective 4: Develop students' oral presentation skills so that they can effectively present to small and larger groups (by providing both experience and the opportunity to develop confidence while speaking in public).	Oral Presentation Assessment Rubric and Videos	Scores and Videos of Capstone Presentations / Reflective papers
Goal 8: Provide students with the ability to be sensitive and knowledgeable about ethical, diversity international issues and public sector values in the public and nonprofit sectors.	Rubrics for Pre- and Post- Program Case Analysis / Rubric for SAMs / Eportfolio papers	Pre- and Post- Program Case Analysis & Rubric / Eportfolio / Strategic Assessment Memos / Reflective papers

This year, we have assessed the overall performance of our students via the pre- and post-test case assessment, oral presentations, and have piloted two new kinds of assessment—a team work assessment tool and a method for assessing our elective emphases, beginning with Urban Administration. In addition, we are presenting the 11th year of our indirect exit survey results.

Pre- and Post- Program Case Analysis

One of the most important assessments of our Program is the Pre- and Post- Program Case Analysis. Students read a case when they begin our first course, PA 700, and are asked to analyze the issues within the case, applying one of Woodrow Wilson's important readings about administration. They then repeat that process in the capstone course, PA 800. The two analyses are scored according to a rubric in order to assess critical thinking skills, writing and knowledge about public administration.

Ideally, we would like to match up individual student's pre-test score with their post-test score. But the faculty worked for several years on the rubric, ending up with several "false starts." Therefore, the actual measurement of this analysis began in Spring 2010. The median number of semesters to finish our program is 7 semesters. The period from Spring 2010 to Spring 2013 contains 8 semesters so there are still a limited number of students who can be individually matched—20, at this point.

In the meantime, therefore, rather than looking at just the difference in scores between the pre-test and post-test of individual students, we will also examine the pre-tests of all beginning students and the post-tests of all completing students. In statistical terms, we have 20 students eligible for matched pair t-test analysis; Table 1 presents the results of the t-test measuring the difference between the pre-test of these students and the post-test. These results are highly statistically significant; they gained a significant increase in critical thinking and writing skills plus knowledge of public administration over the course of their MPA degree.

Table 2: Pre- and Post-Test Analysis of Matched Pair Students

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre Total Score	26.3000	20	3.51089	.78506
Post Total Score	37.0	20	2.47088	.55251
Difference	-9.28571		2.13809	

Difference = -10.7, t=-11.92, 19 degrees of freedom, Prob = .000

This is still with only 20 students so the t-test using independent samples is the more appropriate test.

Table 3 provides the results assuming all students are part of the same sample. The pre-test average score (25.0139) is significantly different from the post- test average score (34.0792).

Table 3: Pre- and Post-Test Analysis, One Sample T-Test

	N	Mean	Std. Deviation	Std. Error Mean
Pre Total Score	72	25.0139	4.58870	.54078
Post Total Score	101	34.0792	5.85779	.58287

	t	DF	Sig (2-tailed)
Pre Total Score	46.255	71	.000
Post Total Score	58.468	100	.000

Therefore, we may assume that students completing the program have made significant improvements in writing, critical thinking and knowledge of public administration when compared to their colleagues beginning the program. We can conclude that the MPA Program does make a significant difference in these areas.
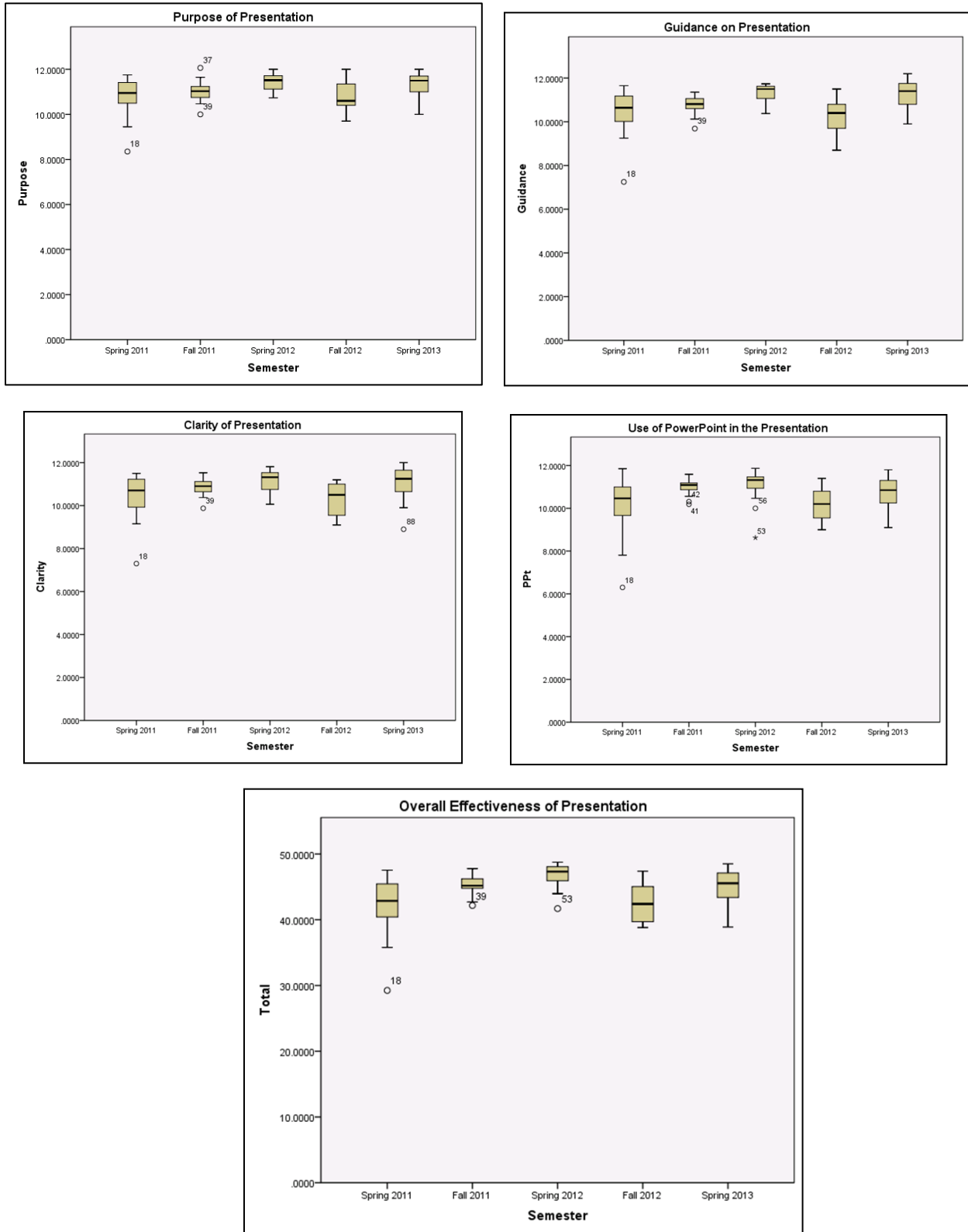
Oral Presentations

The next element of the program being assessed is students' ability to make oral presentations. The rubric for oral presentation incorporates scoring on Purpose of presentation, Clarity of presentation, Guidance to listeners, appropriate and professional usage of PowerPoint, and Total Overall Presentation score. Each student is scored by all of their classmates; then each student's score in each area is an average of their classmates' views on how they did on each element. This assessment has been completed for the past three semesters in PA 800: Capstone Course. For the past four semesters, these presentations have also been videotaped; these videotapes are kept in the MPA network space and are available to NASPAA accreditation teams as evidence of student accomplishment in oral presentations.

Each boxplot box has a central line that is the median score on that element for that semester. The "whiskers" above and below are the lower and upper quartiles; the small circles are outliers (with the student number of that student). The height of the box indicates the difference between the 25th and 75th percentiles.

Figures 1 a-d all indicate the median value for Purpose, Guidance, Clarity and PowerPoint have all increased over the five semester period, indicating an improvement in each of these elements in student presentations over even three semesters. This increase is even more pronounced in Figure 1e, the boxplot reflecting Total Score for presentations; there is a steady increase in the score over the period seen here. Even the outliers show an increase, none are as low as in the first semester being evaluated. In addition, the scores are grouped more tightly around the mean, indicating more students are doing better overall.

We conclude that, while there continue to be outliers, overall, students are improving in their ability to conduct effective oral presentations. We need to continue providing formal instruction in this area, however.
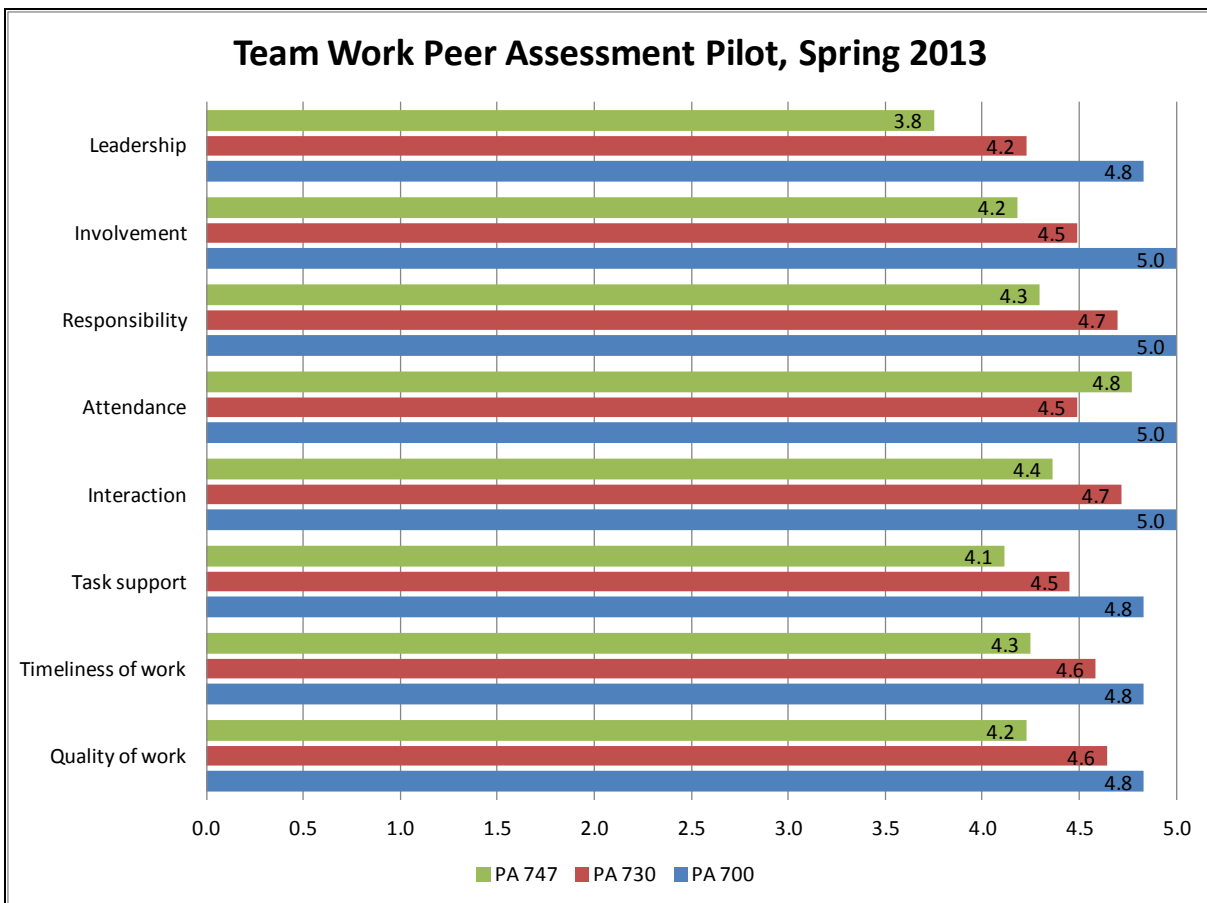
Figure 1 a-e: Boxplots of Oral Presentations

Team Work Pilot Assessment

In spring 2013, three faculty incorporated a rubric into one each of their courses to allow peer evaluation of students' performance in group projects. The rubric used had eight different components: leadership, involvement, responsibility, attendance, interaction, task support, timeliness of support, and quality of work. After completing a group project in each of these three classes, students evaluated the other members of their group on each of these 8 elements, on a five point scale; there were also qualitative assessments. Figure 2 presents the results graphically.

Figure 2: Team Work Peer Assessment Pilot, Spring 2013

While the results seem to indicate that overall, students had done well, there are some puzzling inconsistencies; the scores in PA 747: Developing Nonprofit Resources, were much lower than those of the other classes, including those of the introductory course, PA 700. It is highly unlikely that beginning students would do better than those in the program for a while.

Our conclusion is that this is a good beginning and a good pilot but we need to improve the instructions for doing the assessing to ensure valid results. To be fair, having students do peer assessments can be problematic, as has been found with the oral presentations from time to time.
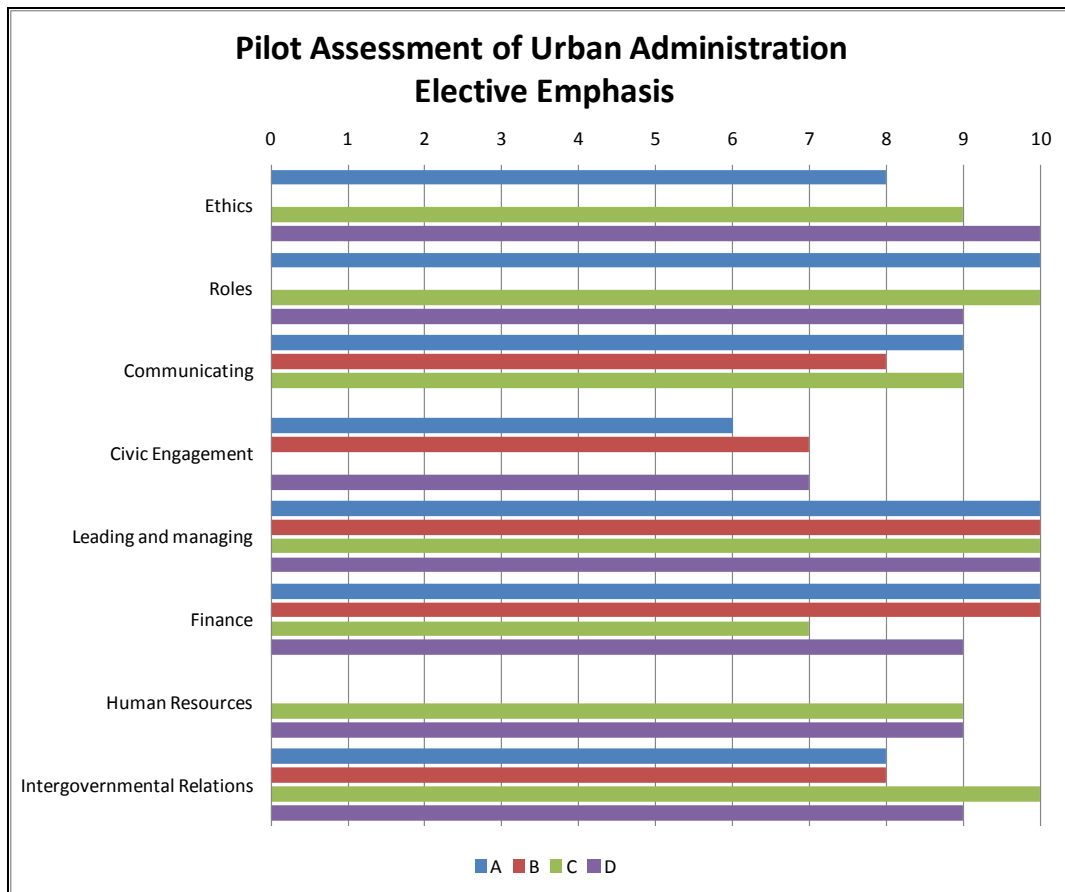
Urban Administration Elective Emphasis Assessment Pilot

The Program is just beginning to assess the effectiveness of its elective emphases and plans on conducting these on a staggered basis with at most two completed per year. We are basing our assessments in this area upon our eportfolios. We began with our Urban Administration elective emphasis.

The initial assessment was conducted on a sample of students graduating in 2011-2012 and 2012-2013 with a stated elective emphasis in Urban Administration. Determining the students' elective emphasis is itself hard to do as, in order to maintain flexibility, we have opted for emphases instead of concentrations so students do not need to officially declare.

However, they do state their emphasis on their eportfolios and include work products from their courses in their stated area. Therefore, those products and other elements of their eportfolio were used in this assessment, along with a rubric incorporating 8 elements: ethics, understanding roles of officials, being able to communicate, ability to develop strategies for civic engagement, leading and managing programs, budget / finance, human resource management and an understanding of intergovernmental relations. Each element was scored on a scale of 1 to 10 with 10 being the most accomplished in that area (results seen in Figure 3). This initial sample included four students and their work (see Table 4 for list of papers reviewed for assessment).

Figure 3: Urban Administration Elective Emphasis Assessment Pilot

What is immediately apparent is that some of the 8 elements cannot be assessed based upon the work available and so, in the future, a more prescriptive approach to selecting products for the eportfolio will have to utilized if this process is used for elective emphases assessment. However, given the results available and seen in Figure 3, it is clear that students have made progress in developing expertise in the areas that could be assessed.

One exception is that of developing strategies for civic engagement; there was little work included in this area. More explicit assignments in civic engagement will need to be incorporated into the curriculum, a decision that had already been made based upon other factors. More work will have to be done on how to assess this and the other elective emphases.

Table 4: Selected Urban Administration Elective Emphasis
Papers Used for Pilot Assessment

Selected Papers, Presentations and Projects
Analysis of Fresno County Budget
Book review of ES Savas 2005 book on Privatization in the City
Briefing on meeting of SF Police Commission
Charleston, South Carolina: City Policy & Management Overview paper
City of Modesto Economic Development efforts
Critical review of Bay Area police department websites
East LA Stakeholder analysis— prison siting case
Economic Development—Tools for Public Administrators presentation ppt
Emergency Medical Services. Urban services fact sheet developed as part of a group project
Essay on the book, "Adapted City"
Increasing Moderate Income Housing in SF policy analysis
Information technology in local government finance research paper
Interview with City of Berkeley Redevelopment head
Kings County budget analysis presentation ppt
Leadership case study: Corey Booker, Mayor of Newark, NJ
Orderly growth in Solano County policy brief
Ottawa's transit system presentation ppt
PA 705 / 706 paper. The Oakland Enterprise Zone and Unemployment Rate: How an economic development program can affect the unemployment rate. Statistical analysis with control data from other cities
Program Budget—Nassau County (team project)
Ranked choice voting presentation in 800 presentation ppt
Research paper on Pittsburgh government, policy issues, service delivery and leadership.
Scanlon interview—head of SAM Trans transit organization. Well written
Spatial Analysis of Community Development Block Grant Public Services Programs and Economic Self-Sufficiency in San Francisco. Statistical analysis from 705 706 sequence.
Summary of article "Professional Management and Service Levels in Small U.S. Communities"

Exit Survey Results

Finally, the results of the exit survey are seen in Appendix I. In general, the 2012-2013 rankings of MPA program features were improved over last year's results (which had gone down from the previous year so a more accurate statement is the results regained their previous high scores. Last year, we believed the drop were a result of the unrest among students about being asked to pay higher fees in order to stay at the Downtown Center. If this is true, then these could be attributed to a settling down of the students and more focus upon their academic program.

Improving knowledge in public administration in general as well as in a specific subfield are the two highest scoring areas. These are followed by size of classes conducive to learning, improving professional skills, quality of elective courses, and perceived improvement in quality of writing skills.

Once again, the lowest scoring areas are the program's ability to improve the student's computer skills and their view on career assistance resources. The faculty believe that most students now come into the program with high levels of computer skills and so, the ability to increase those even more is difficult. The faculty have discussed these two areas to a great extent and have subsequently developed several strategies to improve service in these areas.

The other continually low scoring area was advising, which has now risen substantially.

Results for our summary questions indicate a very high proportion of students continue to believe the program has resulted in their feeling prepared for entry and mid-career level jobs and has put them on track to achieve their career goals. In addition, we have an explicit goal of providing a combination of theory and practice across our curriculum; these results indicate students continue to believe we are achieving that goal (4.42 average in 2011-2012 on a 7 point scale where 1 equals Theory and 7 equals Practice; 4 is a perfect balance between the two).

Changes As A Result of Assessment

Changes being made include:

- Two changes being made as a result of the data seen in our assessments is the incorporation of more explicit and formal training in doing oral presentations and team work projects. Students are overall, doing well in these areas but there are lingering issues and more formal training is required.
- The team work rubric and instructions are being improved in order to ensure higher validity.
- Eportfolio requirements are being revised so that they can be better used to assess our elective emphases. In addition, we are contemplating having each student complete a separate reflective paper just on the elective emphasis so that we can better understand what they have learned in that portion of the program.
- Beginning in Fall 2013, our new curriculum with civic engagement strategies built in will be implemented for all students, not just those in urban administration.
- A faculty member is being assigned to coordinate career activities and resources so that consistent workshops are offered to students and we can ensure any gaps are being filled.
- New 1 unit courses and a series of workshops on specific software and computer tasks are being implemented beginning in the fall to address the issue of computer skills.

- Finally, the Program will be undertaking a comprehensive review of all our rubrics; they have been developed in a very incremental fashion and need some standardizing.

Conclusions

Program faculty will continue to evaluate our progress in helping students achieve our learning goals. When we detect patterns indicating improvements are needed, we make changes in our program. We will be working on our assessment processes next year in more depth, as we review all our rubrics and implement our schedule to evaluating all elective emphases.

Appendix I: Student Exit Survey Assessment Results, 2003 - 2013

Evaluations (Ranked By 2010-2011 Results)	2002-2003 n = 15	2003-2004 n = 28	2004-2005 n = 41	2005-2006 n=48	2006-2007 n=32	2007-2008 n=34	2008-2009 n=13	2009-2010 n=20	2010-2011 n=53	SM Cohort n=15	2011-2012 n=16	2012-2013 n=32	Total n=296	
							(scale is 1 to 7 where 7 is the best)							
Improve Knowledge of General PA	6.4	6.5	6.5	6.5	6.5	6.5	6.5	6.4	6.7	6.7	6.4	*6.69*	6.5	+
Improve Knowledge of Specific Area	5.5	6.2	5.9	6.3	6.3	6.2	6.3	6.45	6.6	6.4	6.3	*6.58*	6.3	+
Size of Classes Conducive to Learning	6.0	5.9	5.5	5.7	5.4	5.9	5.9	6	6.6	6.9	6.0	*6.41*	6.0	+
Improve Professional Skills	5.7	6.0	6.0	5.9	6.0	6.0	6.3	6.85	6.2	6.1	6.1	*6.38*	6.1	+
Quality of Elective Classes	5.9	6.4	5.9	5.8	6.2	5.8	5.9	6.15	6.4	6.1	6.1	*6.22*	6.1	+
Help to Improve Writing	4.9	5.7	5.6	5.3	5.8	5.7	6.2	6.1	6.2	6.3	6.2	*6.13*	5.8	
Ability to Schedule Core Classes Sufficient	6.1	5.6	5.5	5.6	5.0	5.1	5.9	5.5	6.3	6.7	5.1	*6.06*	5.6	+++
Quality of Faculty	5.9	6.0	5.8	5.9	5.7	5.7	6.2	5.85	6.2	5.9	6.1	*5.91*	5.9	
Quality of Core Classes	5.6	5.8	5.7	5.6	5.3	5.5	5.9	5.85	6.1	5.9	5.9	*5.84*	5.7	
Access to Courses Sufficient to My Needs	5.8	5.3	5.4	5.3	4.9	5.0	5.6	5.05	6.0	6.4	5.3	*5.78*	5.4	+
Help to Improve Presentations	5.4	5.5	5.6	5.7	6.0	5.5	5.9	5.7	6.1	6.1	5.3	*5.69*	5.7	+
Ability to Schedule Electives Sufficient	5.8	5.6	5.4	5.6	5.4	5.4	5.9	5.1	6.2	6.6	4.9	*5.62*	5.6	++
Library Resources Sufficient to My Needs	5.1	5.1	5.0	4.9	5.0	5.1	5.5	5.75	5.7	6.1	5.4	*5.59*	5.3	+
Advising Sufficient to My Needs	5.6	5.2	4.7	4.8	4.8	4.9	5.6	5.1	5.3	4.5	5.3	*5.58*	5.1	+
Help to Improve Ability to Work in Teams	-	6.0	5.3	5.6	5.8	5.8	5.7	5.85	5.9	5.7	5.6	*5.52*	5.7	
Quality of Outside Electives	5.8	5.3	5.4	5.2	5.6	5.1	5.5	5.33	5.8	n/a	5.9	*5.31*	5.4	

Computer Resources Sufficient to My Needs	5.6	5.7	5.3	5.0	5.3	5.1	5.3	4.85	5.2	5.5	5.3	*5.30*	5.2	
Improve Computer Skills	4.9	4.8	4.6	4.4	5.1	4.7	5.4	4.7	4.9	5.1	4.1	*4.59*	4.7	+
Career Assistance Resources Sufficient	4.5	4.8	4.0	3.2	4.2	4.1	5.0	4.3	4.6	4.2	4.2	*4.96*	4.3	++

+ = increase / ++ = increase of at least 0.5 / +++ = increase of at least 1.0

Summary Measures					*(scale is 1 to 7 where 7 is the best)*									
MPA Has Prepared Me Well for Job / Career	5.9	5.8	5.9	6.0	5.9	6.0	6.0	6.1	6.3	6.20	5.7	*6.2*	6.0	++
As Result of MPA, I Feel Qualified for Entry Level Job	6.2	6.5	6.3	6.5	6.3	6.6	6.4	6.8	6.6	6.73	6.0	*6.5*	6.5	++
As Result of MPA, I Feel Qualified for Mid-Level Job	6.1	6.0	5.9	5.8	5.7	6.0	6.0	6.4	6.4	6.47	5.4	*6.1*	6.0	++
Balance Between Theory (1) and Practice (7) Achieved (4 = balance; 1=Theory; 7=Practice)	4.4	4.2	4.1	4.4	3.8	4.2	4.58	4.2	4.2	4.33	4.31	*4.42*	4.22	
I Believe I am on Right Career Track Compared to Beginning of Program-- Yes	100.0%	96.0%	100.0%	95.2%	100%	100%	100%	100%	100%	80%	100%	*100%*	99.0%	

Preference for Class Structure	(percentage figures)												
Would Have Liked More DTC Courses- Yes	54.5%	66.7%	62.5%	62.8%	87.1%	60.0%	---	---	60.5%	100%	---	---	68.8%
Would Have Liked More Weekend Courses- Yes	18.2%	35.0%	47.1%	37.2%	60.0%	38.7%	53.8%	52.9%	36.6%	33.3%	25.0%	*35.7%*	40.7%
Would Have Liked More Online Courses- Yes	28.6%	47.1%	37.5%	33.3%	57.1%	55.6%	38.5%	60.0%	38.3%	57.1%	42.9%	*36.7%*	42.9%
Would Have Liked More 4 to 7 Courses- Yes	61.5%	42.3%	44.4%	63.8%	39.3%	65.6%	46.2%	38.9%	30.4%	25.0%	33.3%	*30.0%*	45.4%
Would Have Liked More Off-Campus Courses- Yes	20.0%	12.5%	20.7%	31.0%	35.0%	11.5%	61.5%	21.4%	32.6%	77.8%	26.7%	*14.3%*	22.7%

Demographics													
Average Years of Professional Experience	12.3	8.5	8.9	7.7	8.6	8.5	9.8	7.8	10.7	15.9	8.3	*8.8*	8.9
Average Years in Current Job	4.8	4.1	4.0	2.4	2.5	3.4	4.3	2.4	4.8	6.6	4.1	*3.8*	3.6
Elective Emphasis													
Nonprofit Administration	27%	36%	21%	27%	40%	21%	23.1%	25.0%	31.9%		35.7%	*37.5%*	29.4%
Policy Making and Analysis	7%	4%	11%	21%	3%	6%	7.7%	0.0%	2.1%		35.7%	*8.3%*	8.8%
Public Management	27%	39%	26%	7%	30%	29%	38.5%	30.0%	46.8%	100%	14.3%	*12.5%*	27.8%
Self-Designed Emphasis	20%	7%	16%	30%	10%	18%	23.1%	40.0%	8.5%		7.1%	*20.8%*	15.7%
Urban Administration	13%	14%	24%	16%	17%	27%	8.0%	5.0%	10.6%		7.1%	*20.8%*	15.7%

Peer Classroom Observation Recording Form

To be completed by the visitor and returned to the faculty member.

Instructor:_____ Course: _____ Date:_____ Class Size:_____

Course Required: _____Elective:_____

Please check the box that best reflects your observation when:
HE=Highly Effective, A clear area of strength, excellent, exemplar
E=Effective, the characteristic well met, above average
A=Adequate, The characteristic was met – improvement would strengthen teaching skill
NI=Needs Improvement, Improvement is needed in this area
NA=Not applicable

Characteristic	HE	E	A	NI	NA	Comments
COURSE CONTENT (SYLLABUS)						
Student Learning Objectives are clear						
Assignments help achieve goals of the course						
Rigorous and up to date reading assignments						
Effective writing assignments						
Effective oral presentation opportunities						
Effective group work opportunities						
IT concepts are included						
Ethics issues are included						
Diversity issues are included						
Public service values are included						
CLASS STRUCTURE & CONTENT						
Goals of the session were clearly conveyed						
Goals of the session were followed						
Presentation was well organized						
Content was consistent with goals of the session						
Amount of content presented was appropriate to the time available						
Instructor demonstrated knowledge of the content area						
Content reflected current work in the field						
STRATEGIES/METHODS OF INSTRUCTION						
Methods supported goals for the session						
Methods were appropriate to the size of the class						

Methods introduced new ideas in a planned and creative way					
Use of board, PPt or other media is effective					
INSTRUCTOR/STUDENT INTERACTION					
Instructor engaged the students in the learning episode					
If applicable, instructor facilitated interaction among the students					
Instructor responded to developments in the class session					
Answers questions effectively					
Instructor personalizes the class					
STUDENT-INSTRUCTOR INTERACTIONS					
Instructor conveyed material in a clear, understandable manner					
Instructor responded to verbal and nonverbal cues that clarification was needed					

SF State Public Administration Writing Rubric (Used for Letter of Admission)

Feature	Poor (0 point)	Fair (2 points)	Good (4 points)	Excellent (6 points)	Reader 1 Score	Reader 2 Score
1. **Content**	Doesn't cover any of the requested content (7 items)	Covers at least some of the 7 items / covers content but in a formulaic way	Covers 3-5 items / covers the content with imagination (e.g. provides examples or otherwise brings the content to life)	Covers 6-7 items of the content and more while bringing the essay to life with unusual examples and an introduction that captures one's attention from the start		
2. **Organization**	No headings or transitions at all, no sign of organization.	Is not well organized.	Is well organized with transitions between paragraphs and sections.	All of the above and, in addition, the organizing principle shows creativity and imagination.		
3. **Development**	Applicant provides no reasons for how the degree would be helpful to career goals, why this is the right time or how the MPA program is a good fit.	Applicant provides reasons for some, but not all of the above.	Applicant provides reasons for each of the three, but not with any added detail.	Applicant provides well-thought out and convincing reasons for how the degree would help career goals, why this is the right time and how the MPA program is a good fit.		
4. **Usage**	There are many errors in usage, making comprehension extremely difficult.	There are frequent errors in usage that make comprehension difficult	Words are used correctly but tone is wrong for the essay's purpose and audience	Usage is in accordance with edited American English and appropriate for the purpose and audience		
5. **Spelling & Grammar**	Major misspelling and/or grammatical errors	Minor misspelling and/or grammatical errors	The only misspelling errors appear to be typos that spellcheck would not have caught	No spelling or grammatical errors		

Score: 0 – 30   **Total:**   ___   _____

Areas to be Included in Essay:
- Life experiences that have led you to an interest in public service (public or nonprofit)
- Background in the public service, including any work or volunteer experience you might have in public or nonprofit agencies
- Areas of specific interests in the public service, including what has led you to these specific interests
- Career and professional goals and aspiration
- Describe how the MPA degree will be helpful and consistent with your career goals and aspirations
- Describe why this is the right time in your career to come into a MPA program and seek the degree
- Describe why the SF State MPA degree program is a good fit for you and your career / professional goals

PA 700 / PA 800 Case Study Assessment Form

Student Name:
PA 700 Semester: _____
PA 800 Semester: _____

Evaluator: _____
Evaluator: _____

Evaluation Criteria	Poor (1)	Fair (2)	Good (3)	Excellent (4)	PA 700 Score	PA 800 Score	Score +/-
1. The student identifies limited and specific policy problems or issues	The memo offers a laundry list of problems, without specific detail; or, the memo focuses attention on too few problems or irrelevant problems	The memo identifies a limited set of problems and develops each problem with details from the case; however, the problems are not relevant to public administration	The memo identifies a limited set of relevant public administration problems, but does not sufficiently develop each problem with details from the case	The memo identifies and explains a limited set of relevant public administration problems. Each problem is substantiated with details from the case.			
2. The recommendations are consistent with the analysis (i.e. address the identified problems or issues)	Recommendations are limited and do not closely correspond with the analysis of the problems in the case; public administration theory and research is not used to develop the recommendations	Recommendations are offered, but do not address each problem raised in the analysis; limited public administration research and theory is used to develop the recommendations	Clear recommendations are offered for <u>each</u> problem raised in the analysis; <u>some</u>, but not all of the recommendations are based on relevant public administration theory and research	Clear recommendations are offered for <u>each</u> problem raised in the analysis; <u>all</u> of the recommendations are based on relevant public administration theory and research			
3. The discussion of stakeholders is closely associated with the analysis and recommendations	The memo does not include discussion of stakeholders in the case	The memo includes a list of stakeholders, but does not explain why their perspectives or interests are important	The memo integrates the discussion of stakeholders with the analysis and recommendations, but does not fully develop the relevance of the stakeholders to the case	The memo integrates the discussion of stakeholders with the analysis and recommendations, and uses details from the case to carefully explain their relevance			
4. The student attributes logical powers to government, private and non-profit actors	The student asserts illogical powers for actors in the case, with significant factual errors	The student attributes logical powers to actors, but makes minor factual errors	The student attributes logical powers to all actors in the case	The student attributes logical powers to all actors in the case, and provides detailed information on legal authority, providing evidence of an advanced understanding of government and non-profit management			

#	Criteria	Level 1	Level 2	Level 3	Level 4	Score
5.	Relevant concepts from Woodrow Wilson's article are applied to analyze the problem or shape conclusions	The student fails to reference Woodrow Wilson's essay.		The student identifies a central concept in Wilson's essay, but does not use the concept to help develop the analysis or recommendations	The student identifies a central concept in Wilson's essay and uses that concept to construct the analysis or recommendations	
6.	The student demonstrates knowledge of important concepts about public administration and policy	The student fails to reference relevant public administration concepts and research, beyond the required citation to the Woodrow Wilson essay	The student makes limited references to public administration research and theory included in the MPA curriculum	The student references a variety of public administration research and theory included in the MPA curriculum	The student references a scope of public administration research and theory beyond the MPA curriculum, demonstrating additional reading and individual mastery of the field.	
7.	Sources are referenced using APA in-test citation format	The memo fails to include in-text citations and/or a reference page	The memo includes a reference page and in-text citations, but the student does not use the APA documentation format	The memo includes a reference page and in-text citations, but the student makes minor errors in APA formatting	The memo includes a reference page and in-text citations, and the student makes no errors in APA formatting	
8.	The student's writing makes a clear and cogent argument	The argument in the memo is unclear or illogical	The overall argument is logical, but one or more sentences require revision and clarification	The overall argument is clear and logical; only minor clarification is required	The overall argument is clear and logical; the quality of argument is consistent with graduate level work	
9.	The student uses correct spelling and grammar	The student demonstrates a poor command of the language; the memo is unclear and can only be read with great difficulty	The student demonstrates a fair command of the language; the memo contains numerous spelling and grammatical errors	The student demonstrates a strong command of the language; the writing contains very few spelling or grammatical errors	The student demonstrates a strong command of the language; the writing contains no spelling or grammatical errors	
10.	The overall design and presentation of information is professional	Overall, the memo is not formatted professionally. The product could not be considered graduate-level work and could not be presented to a client organization.	Overall, the memo is formatted correctly, but the organization and presentation require improvements before the work could be presented to a client organization.	Overall, the memo is formatted correctly and professionally. The product demonstrates graduate-level work. The department would endorse this memo as a product to present to a client organization.	Overall, the memo is formatted correctly and professionally. The product demonstrates very high quality work, which could be presented to a client organization. The department would endorse the memo as among the best work completed by our students.	
	TOTAL					

Oral Presentation Rubric

Department of Public Administration (Total Possible Points—50)

	Excellent (10 - 12 points)	Very Good (7 - 9 points)	Good (4 – 6 points)	Poor (1 – 3 point)
Sense of Purpose	• Speakers is sophisticated in his / her ability to signal purpose to the audience • Focused and clear, the presentation reflects a speaker with a strong sense of what s/he is trying to do or say • The various main points and the speaker has indicated the large implications or importance of the topic	• There is a controlling idea that holds the presentation together • While the presentation may contain a weak "thesis statement", there is a strong sense that the speaker has a comprehension of purpose and s/he still makes this evident in the presentation.	• While there may be a sense of purpose evident in the presentation, it often seems very broad. • This lack of focus may result in a mediocre presentation; this presentation may therefore rely more on summary than on analysis • A speaker in this category may discover a sense of purpose as s/he constructs the presentation. This is often evident because initial content fails to be consistent with the focus present later in the presentation.	• Presentation disjointed or incoherent. • Relationship between sections of the presentation and / or the main points of the presentation is unclear. • The presentation does not contain a traditional "thesis statement" and the speaker's purpose is not evident. • Speaker seems to lack enthusiasm and is disengaged from any sense of purpose.
Guidance for Listeners	• The speaker demonstrates a sophisticated awareness of his / her audience. Audience analysis and adaptation is evident. Relevancy and appropriateness of presentation topic is clear to specific audience. • Presentation flows smoothly from one idea to another, signaled by the use of noticeable transitions. The speaker has taken pains to assist the listener in following the logic of the ideas expressed. • The speaker has taken pains to explain and develop his / her ideas. These efforts are apparent and promote active listening.	• Generally, listeners feel that the speaker has established the relevancy and appropriateness of the presentation topic. Equally, listeners have a sense that the speaker helped them to understand the presentation. • Sequencing of ideas within the body of the presentation and transitions between main points make the presentation easy to follow. • It is evident that the speaker has found a way of developing his / her ideas, providing the reader with the examples, illustrations, and explanations necessary to understand the presentation. Some effort is apparent to promote active listening.	• Relevancy and appropriateness of presentation topic is weak or unclear to specific audiences. • At times, listeners may feel lost and unable to follow the speaker's flow of ideas. • Speaker needs to improve sequencing of ideas within the body of the presentation and do more to effectively signal his / her use of transitions between main points. • Presentation may include examples and illustrations but often lacks explanation of the relevance of those explanations; or the presentation may include explanations without the examples or illustrations necessary for the listener to fully understand and actively listen to the message.	• Audience analysis and adaptation is not evident. There is an absence of relevancy and appropriateness regarding the presentation topic. • The speaker's failure to employ recognizable transitions between main points results in the lack of connections between ideas making the presentation difficult to follow and understand. Efforts to promote active listening are not apparent. • The lack of examples, illustrations, and explanations makes understanding difficult.
Clarity and Conven-tions of Organiza	• Speaker's audience analysis and adaptation is evident and results in sensitivity for diverse audiences. • Sensitivity is enhanced by careful expression through the speaker's use of effective verbal and nonverbal	• Speaker's audience analysis and adaptation is apparent yet limited. • Speaker's use of verbal and nonverbal delivery conveys clarity of message but seems less sensitive regarding the diversity of the	• Very weak audience analysis and adaptation. • Speaker's use of verbal and nonverbal delivery lacks clarity of message. There is an absence of sensitivity towards diverse audiences.	• No apparent audience analysis and adaptation. Listeners must occasionally guess at the speaker's meaning. Speaker's control of conventions related to presentation organization and delivery is

-tion and Delivery	delivery. This strategic delivery also provides clarity to the presentation. • Speaker seems to be in command of the conventions of presentation organization and delivery. It is evident that s/he uses these conventions to rhetorical advantage. Speaker presents in extemporaneous fashion. • Physical delivery, both verbal and nonverbal, is noticeably polished.	audience. • Speaker generally controls conventions of presentation organization and delivery. The speaker's efforts to use these conventions to rhetorical advantage are apparent. Speaker presents in extemporaneous fashion.	Verbal delivery lacks structure and gets in the way of clear communication. • Speaker's inconsistent use of conventions related to presentation organization and delivery is distracting to the listener and interrupts comprehension. • Speaker demonstrates insufficient commitment; more time is needed for preparation and rehearsal. Speaker reads presentation.	uncertain enough to impede comprehension. • Speaker demonstrates very little to no commitment. Preparation and rehearsal are delinquently absent. Verbal and nonverbal delivery is impeded. Speaker reads presentation.
Use of Power Point	• Use of Powerpoint slides is well integrated and supports the speaker's presentation rather than becoming the central point. • Speaker uses the slide presentation as a basis for making comments and developing explanations rather than reading slides. • Slides are well developed, well structured and organized and lack distractions.	• Use of Powerpoint slides is somewhat integrated into the presentation. • Speaker uses the slide presentation as a basis for making comments and developing explanations but relies on some slides too much. • Slides are developed, organized and structured to a certain extent and lack significant distractions.	• Powerpoint slides provide an outline for presentation but speaker fails to use them to good effect, often skipping back and forth between slides or points. • Speaker often reads slide content. • Slides are not well organized. • Slides are not coherently developed, often containing too much material or contains some distractions.	• Slides lack coherency and contain distracting images, text, sounds or transitions. • Speaker reads slides. • Too much text on slides. • Slides are not well organized.

Scoring:

Sense of Purpose (1-12):   _____

Guidance for Listeners (1-12):   _____

Clarity and Conventions of Organization and Delivery (1-12):   _____

Use of PowerPoint (1-12):   _____

Bonus Points (1-2 for overall excellence or added distinctions):   _____

Source: adapted from PS. Political Science and Politics.

Student Peer Evaluation

Category For Evaluation	Possible Scores				
	1	2	3	4	5
Quality of Work: Consider the degree to which the student team member provides work that is accurate and complete.	Produces unacceptable work, fails to meet minimum group or project requirements.	Occasionally produces work that meets minimum group or project requirements.	Meets minimum group or project requirements.	Regularly produces work that meets minimum requirements and sometimes exceeds project or group requirements.	Produces work that consistently exceeds established group or project requirements.
Timeliness of Work: Consider the student team member's timeliness of work.	Fails to meet deadlines set by group.	Occasionally misses deadlines set by group.	Regularly meets deadlines set by group.	Consistently meets deadlines set by group and occasionally completes work ahead of schedule.	Consistently completes work ahead of schedule.
Task Support: Consider the amount of task support the student team member gives to other team members.	Gives no task support to other members.	Sometimes gives task support to other members.	Occasionally provides task support to other group members.	Consistently provides task support to other group members.	Consistently gives more task support than expected.
Interaction: Consider how the student team member relates and communicates to other team members.	Behavior is detrimental to group.	Behavior is inconsistent and occasionally distracts group meetings.	Regularly projects appropriate team behavior including: listening to others, and allowing his/her ideas to be criticized.	Consistently demonstrates appropriate team behavior.	Consistently demonstrates exemplary team behavior.
Attendance: Consider the student team member's attendance at the group meetings. (This includes in class meetings.)	Failed to attend the group meetings.	Attended 1%-32% of the group meetings.	Attended 33%-65% of the group meetings.	Attended 66%-99% of the group meetings.	Attended 100% of the group meetings.
Responsibility: Consider the ability of the student team member to carry out a chosen or assigned task, the degree to which the student can be relied upon to complete a task.	Is unwilling to carry out assigned tasks.	Sometimes carries out assigned tasks but never volunteers to do a task.	Carries out assigned tasks but never volunteers to do a task.	Consistently carries out assigned tasks and occasionally volunteers for other tasks.	Consistently carries out assigned tasks and always volunteers for other tasks.
Involvement: Consider the extent to which the student team member participates in the exchange of information (does outside research, brings outside knowledge to group).	Fails to participate in group discussions and fails to share relevant material.	Sometimes participates in group discussions and rarely contributes relevant material for the project.	Takes part in group discussions and shares relevant information.	Regularly participates in group discussion and sometimes exceeds expectations.	Consistently exceeds group expectations for participation and consistently contributes relevant material to project.
Leadership: Consider how the team member engages in leadership activities.	Does not display leadership skills.	Displays minimal leadership skills in team.	Occasionally assumes leadership role.	Regularly displays good leadership skills.	Consistently demonstrates exemplary leadership skills.
Overall Performance Rating: Consider the overall performance of the student team member while in the group.	Performance significantly fails to meet group requirements.	Performance fails to meet some group requirements.	Performance meets all group requirements.	Performance meets all group requirements consistently and sometimes exceeds requirements.	Performance consistently exceeds all group requirements.

<u>Student Peer Evaluation</u>

Guidelines:

- ✓ Disregard your general impressions and concentrate on one factor at a time.

- ✓ Study carefully the definition given for each factor and the specifications for each category.

- ✓ Call to mind instances that are typical of the student's work and behavior. Do not be influenced by unusual cases that are not typical.

- ✓ Determine the category that best describes the student's accomplishments in that area and enter the number on the **separate performance rating form on the third page. Only submit the third page.**

- ✓ If a factor has not been observed during the rating period, enter NA for not applicable. In the comments section, explain why this factor has not been observed.

- ✓ Comments should be used to support your ratings where applicable.

- ✓ Make sure to include yourself when filling out the evaluation form on the third page.

Student Peer Evaluation

Your name:_____   Date_____

Instructions:
➢ Fill out the evaluation form listed below for all of your group members. Make sure to include yourself.
➢ For each of the 9 categories listed on the first page of this document, enter the appropriate score (1 to 5 or NA). Repeat this for each group member.
➢ List all of the tasks you completed for the project. In other words, what specifically did you contribute to the team effort?
➢ As needed, enter comments about group members below the form. Use the back of this sheet or additional sheets as necessary. (If you use the back, please indicate this on the bottom of the front page.)
➢ Only submit this page and any additional comment pages **to your TA during your final lab**.

Group Members Names	Quality of work	Timeliness of work	Task support	Interaction	Attendance	Responsibility	Involvement	Leadership	Overall Performance

List below the underline tasks you completed for the project:

_____
_____
_____
_____
_____

General Comments:

_____
_____
_____
_____
_____
_____
_____
_____
_____

Urban Administration Elective Emphasis Rubric

Student Name: **Semester:**   **Reviewer:**

Assign a score of 1 to 10 where 10 is the best for each of these core competencies.

Core Competencies

1. ___ Demonstrate an understanding of the ethics of local government management, emphasizing the role of the professional chief executive.(ETHICS)

2. ___ Understand the roles and relationships among key local and other government elected and appointed officials as well as what makes local institutions different from other institutions. (ROLES)

3. ___ Articulate the purposes of and processes for communicating with citizens in local governance. (COMM)

4. ___ Develop strategies for engaging citizens in local governance (CIVENGAGE)

5. ___ Lead, manage and serve the management of local government core services and functions. (LEAD)

6. ___ Apply the management of local government financial resources. (FINANCE)

7. ___ Apply the management of local government human resources. (HR)

8. ___ Understand the complexities of intergovernmental and network relationships and develop skills in collaborative governance (IGR)

TOTAL:

Files / Notes: