

Specific Rubric Assessment Items – Formative Assessments

	Course or Context	Who Assesses	Lead & Manage	Policy Process	Analyze, Synthesize	Public Service	Diversity	Professionalism
Class attendance								X
Timely submission of assignments			X					X
Demonstrated enthusiasm for learning and professional development			X			X		X
Ability to work independently			X					X
Ability to work with other students on teams			X				X	
Taking initiative to solve problems					X			X
Professional communication with faculty and staff			X					X
Responsiveness to feedback			X					
Cultural competence and respect for differences of opinions and experiences							X	
Time management								
Clear, concise and professional written communication						X		
Active participation in class discussions			X	X			X	X
Respectful participation in class discussions								X
Communicates well in formal presentations								
Ability to synthesize and integrate material					X			
Ability to conduct research					X			
Quantitative analysis skills					X			
Critical thinking skills					X			
Understanding of public service values						X		
Understanding of the unique characteristics of local government			X			X		
Understanding of the unique characteristics of nonprofit organizations			X			X		
Ability to apply theory to practice			X	X	X			
Professional integrity, academic honesty and high standards of ethics								X
Able to make connections within and across courses					X			
Able to link course material to current events					X			
Level of demonstrated maturity								X

Note regarding scoring: Mid-semester evaluations simply identify areas where faculty consider an individual student to have some shortcomings.

	Course or Context	Who Assesses	Lead & Manage	Policy Process	Analyze, Synthesize	Public Service	Diversity	Professionalism	
Demonstrated strong work ethic	Internship	Practitioner (Internship Supervisor)	X			X		X	
Was punctual and reliable								X	
Showed initiative and enthusiasm			X				X		X
Was willing to learn									X
Completed tasks on time									X
Worked well with other staff in office								X	
Worked effectively on teams								X	
Demonstrated cultural competence								X	
Worked well independently					X				
Followed through with all tasks									X
Took responsibility for problems and worked effectively toward solutions					X				X
Demonstrated effective time management									X
Worked effectively within the organizational structure					X				
Completed all tasks identified in the MOU									X
Came well-prepared with skills/knowledge from courses							X		
Writes clear and concise communications						X			
Organizes thought and evidence in a logical sequence						X			
Articulates ideas well						X			
Communicates at a level appropriate for the intended audience						X			
Communicates well through formal presentations						X			
Conducts a thorough literature review				X	X				
Effectively applies research/theory to public problems			X	X					
Understands and interprets trends and debates in administration			X	X					
Develops clear problem statements						X			
Gathers information from a variety of sources					X		X		
Distinguishes between sources of information on the basis of quality					X				
Identifies and applies appropriate analytical techniques					X				
Interprets results effectively					X				
Prepares appropriate graphical representations of data				X					

Note on rating scale: 1=no apparent competence, 2=a small degree of competence, 3=a moderate degree of competence, 4=a significant degree of competence, 5=full competence, NA=I have no basis on which to judge.

Specific Rubric Assessment Items – Summative Assessments

	Course or Context	Who Assesses	Lead & Manage	Policy Process	Analyze, Synthesize	Public Service	Diversity	Professionalism
Clear, concise, professional writing			X	X		X		X
Analyses reflects understanding of and respect for diverse perspectives			X	X		X	X	
Understanding of the complexities of organizational and policy problems			X	X				
Ability to frame issues within the context of public service values			X	X		X		
Ability to integrate concepts and theories from multiple areas				X	X			
Ability to apply material from a variety of courses/areas					X			
Ability to apply specific theories to a practical case			X		X			
Accepts feedback professionally and responds to it appropriately			X					X
Demonstrates the ability to assess and apply at least three of our five core public service values to the case			X			X		
Demonstrates the ability to balance public service values against purely economic/monetary concerns				X	X	X		
Understands and is able to apply concepts from....								
...Research Design and Methods (510)					X			
...Foundations of Public Service (521)			X	X	X	X	X	
...21 st Century Governance (520)			X	X			X	
...Managing People in Organizations (MPO)			X	X	X	X		
...Budgeting and Finance (527)								
...Evidence-Based Decision Making (EBDM)				X	X			
...Managing Information and Technology (526)			X	X	X	X		
Demonstrates advanced understanding in declared specialization or dual degree area			X	X	X	X	X	

Note on rating scale: 1=no apparent competence, 2=a small degree of competence, 3=a moderate degree of competence, 4=a significant degree of competence, 5=full competence, NA=I have no basis on which to judge.

	Course or Context	Who Assesses	Lead & Manage	Policy Process	Analyze, Synthesize	Public Service	Diversity	Professionalism	
Ability to accept feedback from the instructor	Capstone course	Faculty (Capstone Instructor and Capstone Committee Member)	X					X	
Articulation of an organizational policy problem or opportunity			X		X	X			
Ability to place the problem within a broader conceptual framework			X		X	X	X		
Ability to prepare an appropriate literature review						X			
Selection of appropriate data collection methodology given time and resource constraints						X			
Ability to implement data collection methodology						X			
Selection of appropriate data analysis techniques						X			
Ability to analyze data						X			
Ability to interpret results of analysis						X			
Application of theory to practice					X	X	X		
Identification of specific evidence-based recommendations					X	X			
Recommendations address organizational policy problem or opportunity				X	X	X			
Logical organization of ideas and evidence					X	X			
Clear and concise writing					X				
Integration and synthesis of knowledge						X			
Understanding of public service values							X		
Understanding of organizational characteristics				X					
Oral presentation skills				X					
Use of PPT or other presentation techniques				X	X		X		
Response to audience questions								X	
Ability to accept feedback from peers							X		
Ability to provide constructive feedback to peers							X		
Seeks feedback at appropriate times			X		X		X		
Takes initiative to solve problems			X				X		
Ability to meet deadlines			X				X		
Ability to work independently			X				X		

Note on rating scale: 1=no apparent competence, 2=a small degree of competence, 3=a moderate degree of competence, 4=a significant degree of competence, 5=full competence, NA=I have no basis on which to judge.

	Course or Context	Who Assesses	Lead & Manage	Policy Process	Analyze, Synthesize	Public Service	Diversity	Professionalism	
The problem definition clearly articulates who is affected by the current problem	Capstone: New items piloted for the first time in spring 2013	Capstone instructor and capstone committee member	X			X	X		
Student articulates/justifies public service values guiding decisions made regarding the research methodology					X	X			
The student articulates and justifies public service values guiding recommendation					X	X	X		
Recommendations address the originally stated problem					X	X			

Note on rating scale: 1=no apparent competence, 2=a small degree of competence, 3=a moderate degree of competence, 4=a significant degree of competence, 5=full competence, NA=I have no basis on which to judge.

	Course or Context	Who Assesses	Lead & Manage	Policy Process	Analyze, Synthesize	Public Service	Diversity	Professionalism	
The student conducted him/herself professionally in conducting the capstone project	Capstone	Practitioner (Capstone Agency Supervisor)						X	
I had an opportunity to review a draft of the report and provide feedback			X			X	X		X
The student clearly defined a policy problem or opportunity faced by my organization			X			X			
The student collected appropriate data given time and resource constraints						X			
The findings presented by the student are easy to understand and are based on the evidence gathered.						X			
The recommendations presented by the student are based on the evidence gathered and analyzed						X			
The recommendations clearly address the policy problem or opportunity defined			X			X			
The report is well written (accessible, clear and concise)			X			X			X
The written report is well organized			X			X			X
The written report reflects an understanding of our organization's mission, values and priorities.			X			X	X		
The presentation was well organized	X			X					
The presentation was professionally delivered	X			X					
The student was able to respond to my questions/concerns following the presentation	X			X					
								X	

Note on rating scale: 1=Strongly Disagree, 2=Somewhat Disagree, 3=Neither Disagree nor Agree, 4=Somewhat Agree, 5=Strongly Agree, NA=No basis on which to judge.

	Course or Context	Who Assesses	Lead & Manage	Policy Process	Analyze, Synthesize	Public Service	Diversity	Professionalism	
Diversity factors considered in team composition	End of program survey	Student Composition Exercise, Self-Assessment, Program Assessment)					X		
Strengths and challenges of the team composition (narrative)							X		
Extent to which <i>the MPA program</i> contributed to my effectiveness as a team member								X	
Extent to which <i>the MPA program</i> contributed to my understanding of and appreciation for diversity							X	X	
Extent to which <i>the MPA program</i> improved my ability to apply the concepts of diversity to improve a team process			X				X		
<p>Rating scale of team diversity: List of diversity characteristics (demographic as well as skill and style factors) students indicated: I intentionally excluded all people with this characteristic, I intentionally included some and excluded others with this characteristic, I intentionally included all people with this characteristic, or It was not a factor in my selection</p> <p>Rating scale for program contributions: 4 = A great deal, 3 = Somewhat, 2 = Very little, 1 = Not at All, NA = Not applicable (only use this response if you did not partake in any such activities as an MPA student). Note: Rather than evaluate the MPA program as a whole, students are asked to assess the extent to which the following MPA program components contributed to each of the above competencies: MPA Core Courses, MPA Specialization, Certificate or Elective Courses, Readings Assigned in MPA Courses, Assignments for MPA Courses, In-Class Activities in MPA Courses, Team Projects in MPA Courses, Use of Cases in MPA Courses (including Praxis), The MPA Internship, MPA GSO or Other MPA Community Activities, MPA International Experiences or Study Abroad, MPA Capstone Project, Other (please specify).</p>									