

**Graduate Degree Program Assessment Progress Report Cover Sheet:**

**Degree: Master of Public Administration      For Calendar**

Year: 2010

(Date submitted to college committee): 4.01.11

By: Dr. Dianne Lux Wigand

(Date posted on college assessment website: \_\_\_\_\_)

Overall Rating: \_\_\_\_\_

Respond to all six parts following the “Degree Program Assessment Progress Report Instructions.” (NOTE: Parts 1 through 4 can be copied from the relevant sections of your assessment plan.) Attach additional pages as needed.

(1) Student learning goal(s) addressed this year:

1. **Knowledge:** Demonstrate a substantive knowledge about public and non-profit organizations, public policy, the political process, public service values and professional ethics by being able to:
2. **Research Skills:** Use quantitative, analytical, and diagnostic capabilities ((statistical analysis, decision-making, and problem-solving), and apply these skills to organizational and managerial issues. The student will be able to:
3. **Professional Skills:** Identify best practices used to perform managerial and technical tasks.
4. **Communication Skills:** Written and oral communication skills are essential for effective public administrators. Students will be able to:

(2) Learning outcomes/objectives for those goals addressed this year:

1. **Knowledge:** Demonstrates a substantive knowledge about public and non-profit organizations, public policy, the political process, public service values and professional ethics by being able to:
  - a. Identify public administration theories and their application to various managerial and organizational situations in the public and non-profit sectors;
  - b. Identify major organizational issues, and propose appropriate solutions;
  - c. Identify major human resource issues and propose appropriate solutions;
  - d. Identify major financial issues and propose appropriate solutions;
  - e. Identify major policy issues and propose appropriate alternatives and solutions.
  - f. Demonstrate the role of public service values and professional ethics when identifying major organizational, political, human

resource and financial issues and proposing appropriate solutions.

**2. Research Skills:** Use quantitative, analytical, and diagnostic capabilities ((statistical analysis, decision-making, and problem-solving), and apply these skills to organizational and managerial issues. The student will be able to:

- g. Identify an appropriate research method and describe the application of this method to a particular situation.
- h. Select appropriate research methods to gather data.
- i. Select appropriate analytical and statistical techniques to analyze data.
- j. Interpret data, draw inferences, and apply results to a situation.

**3. Professional Skills:** Identify best practices used to perform managerial and technical tasks.

- k. Identify appropriate leadership skills and determine which skills are appropriate for different organizational settings and issues;
- l. Demonstrate the use of effective teams in different organizational settings;
- m. Identify human resource management techniques and the appropriate application within the organization;
- n. Select budgeting and financial analysis and apply them to solving problems in the public and non-profit sectors; and
- o. Evaluate the role of information communication technologies in public organizations and identify methods for managing information.

**4. Communication Skills:** Written and oral communication skills are essential for effective public administrators. Students will be able to:

**p. Written Communication Skills:**

- i.** Write a professional paper that reflects an appropriate structure and format for the type of paper selected, i.e. research, policy analysis, or case study;
- ii.** Write a clear, concise, comprehensive, grammatically correct, free from spelling errors, and properly referenced paper;
- iii.** Write an executive summary that presents briefly the purpose of the paper, supporting literature, methodology and analyses and major results; and
- iv.** Use illustrations, tables, and graphs effectively.

**q. Oral Communication Skills:** Students will present a professional paper and be able to:

- i. Present a well organized, clear, and concise presentation

- ii. Communicate the parts of the professional paper, i.e. problem/issue statement, literature review, methodology, analyses, results, conclusions and recommendations
- iii. Use visual aides effectively
- iv. Use appropriate language and good public speaking skills, and respond to questions.

(3) Courses & activities were assessed: **See Curriculum Maps at the end of this report. Also, capstone process and evaluation forms are included.**

(4) Methods used:

**Assessment Methods and Results:**

Over the past ten-years, the MPA faculty has collectively reached a consensus about the mission, goals, and learning objectives for the program and for our respective courses. We systematically collect information to ascertain student progress toward the MPA program's learning objectives that were established and subsequently use that information to improve the program, particularly in the areas of curriculum, instruction and advising. Information for program assessment is gathered through, a pre-post- test case study measure, a mid-program review, a capstone project, an exit focus group of graduating students, student course evaluations, alumni questionnaires and employer focus groups. Each of these assessment procedures is described below.

The **timing** of these assessments is important. Below is a monthly timetable to clarify the sequence of these four assessment tools.

**Monthly Timetable for Assessment Activities**

**Fall Semester**

September	Pretest-Posttest given in both the Professions and Capstone courses
October	Mid-program Review
November	Capstone focus group
November	Capstone Proposals for Spring
December	Capstone presentations and evaluation by faculty

**Spring Semester**

February	Pretest-Posttest given in both the Professions and Capstone courses
March	Mid-program review
April	Capstone focus group
April	Capstone Proposals for spring
May	Capstone presentations and evaluation by faculty

(5) What are the assessment findings? How did you analyze them? (**See below for each assessment measure and the attached report for full discussion**).

- a. The **pre-test and post-test** measure is still under review as the faculty search for a better method to provide feedback to students. Presently, this measure provides some programmatic feedback which is of limited value. A new pre/post test is under

review, but not yet implemented. This new pre/post survey is designed to provide direct feedback to the student because it is designed as a self assessment survey. It can also provide programmatic feedback as well. A sample is attached.

b. The **mid-program review** is a very useful tool for both faculty and students. The faculty discuss the progress of each student who has completed 15 hours in the program and recommends strategies for the student to improve performance in the program. These recommendations are communicated to the students in a letter to the student by the coordinator. This also provides the faculty the opportunity to discuss curricular issues as well.

c. The **capstone focus group** continues to provide very relevant programmatic feedback.

One of the major issues to be addressed is how to build a more integrative approach from the introductory course to the capstone course.

d. **The results of the capstone presentation evaluations** also indicate a lack of integration, and the faculty will work on this issue. While the final capstone evaluation forms are only used internally, the capstone process provides feedback to the students at three different intervals. In the semester prior to enrolling into the capstone course, students submit a proposal to the professor of the capstone course for the next semester. The proposal is then read by three faculty members and evaluated on a capstone proposal evaluation form (see attached Capstone Proposal Evaluation Form). This form is then returned to the student and to the professor of the course. From this proposal evaluation form students are required to make changes and resubmit their proposals based on the comments from the faculty evaluators. The rating information is then calculated and distributed to the faculty. Proposals must be approved before enrolling in the capstone course. Once in the students enroll in the capstone course, they are given three deadlines for evaluation: Part I of the capstone project includes an evaluation of the introduction, literature review, and methods section of the paper. Part II evaluates the results, discussion, and recommendations section of the paper. Both Parts I and II are read and evaluated by three faculty members and comments and ratings are provided to the course professor and to the students. For each part there is a place for a reviewer to recommend that the project can not go forward. At this point students have received ample feedback on the project; make corrections; and proceed to the presentation and final evaluation. At the presentation, faculty makes comments and suggested changes. These changes are then communicated to the student by the professor of the course, and final document with the approval of the professor is submitted.

e. **Course evaluations:** These are reviewed by the coordinator at the end of each semester. If any issues are detected, then immediate action is taken.

(6) What conclusions were drawn and what decisions were made as a result? How were stakeholder groups involved?

a. Based upon an alumni survey we revised the Course Sequence Guide in 2007 to move the Research Methods course (PADM 7315) to the second semester so that students have a better foundation in the field of Public Administration to apply the skills acquired in this course to practical projects. Based upon input from the capstone focus group, the Course Sequence Guide was changed in 2010 to integrate electives earlier into a student's course sequence. Before this change, students were encouraged to take all core courses first and then electives. Now,

students (enrolled in nine hours) can take two core courses and one elective course starting from the first semester. This approach provides more flexibility for scheduling and allows the students to pursue their specialized interests earlier in the program.

b. From the MPA focus groups we have incorporated students concerns about providing a more integrated approach to the capstone project from the introductory course to the capstone course. More emphasis is now placed on capstone preparation in the Research Methods course (PADM 7315) and in Policy Analysis (PADM 7363). In both of these courses students are introduced to the capstone process for conducting a research project.

c. The stakeholder groups involved were students, alumni, employers and faculty either via a survey or a focus group.

7). **Progress in 2010/2011:** The learning goals and outcomes for the MPA program are consistent with the mission of the MPA program and are constant over time. For 2010/2011, the MPA program proposed to conduct a further analysis of our curriculum maps to ascertain the location within the curriculum of the measurement of these goals and student learning outcomes. In addition, to the current curriculum mapping project, the faculty want to examine the curriculum to ascertain when a student is introduced to a goal/learning outcome; provided practice; and demonstrates mastery of the skill or knowledge. The purpose of this curriculum review is to create a more integrated approach from the MPA introductory course (PADM 7301 to the capstone course (PADM 7373). Faculty members are still reviewing other approaches to revise the capstone course to improve its effectiveness. Reflective essays and journals have already been incorporated into the curriculum by individual faculty as well as rubrics to improve the measurement of student learning outcomes. This curriculum review process is an involved and time consuming process and will continue into the next academic year. This is an important project for the MPA program, since the National Association of Schools of Public Affairs and Administration (NASPAA) and the accrediting body Committee of Peer Review and Accreditation (COPRA) have adopted new standards that emphasize learning outcomes. The UALR MPA program next accreditation review is scheduled for 2014.

Master of Public Administration Five Year Plan  
2010-2015

2011-12: Collect data and analyze curriculum maps to ascertain the location of assessment of the MPA goals and objectives. Develop more student learning outcome measures. This process was started in fall 2008 and continues into 2011, but will take some major changes before implementation.

Continue revising the curriculum to create a more integrated approach from the MPA introductory course PADM 7301 to the capstone course PADM 7373. Examine the introduction of a portfolio process into the curriculum. Some faculty members are already using reflective essays and journals in individual courses to start this process. The introduction of a new pre/post self assessment of knowledge and skills (see draft of proposed pre/post survey instrument).

2012: Develop and conduct an annual student survey (using survey monkey).

2013: Develop and conduct an alumni and employer survey.

2013-14: Self study year for NASPAA reaccreditation

2014: NASPAA site visit

## Curriculum Maps for MPA Goals 1-4 in Core Courses

### Goal 1: Knowledge

Courses and Activities	How outcomes are addressed and assessed	Emphasis:				Other (specify)	Not Assessed
		Extensive	Somewhat	Little	None		
	Assessed:	Exam	Paper	Project			
		<b>Outcome 1:</b> Identify PA theories and their application various managerial and organization situation in the public and NP sectors	<b>Outcome 2:</b> Identify major organizational issues & propose appropriate solutions	<b>Outcome 3:</b> Identify major human resource issues & propose appropriate solutions	<b>Outcome 4:</b> Identify major financial issues and propose appropriate solutions	<b>Outcome 5:</b> Identify major policy issues and propose appropriate solutions	<b>Outcome 6:</b> Demonstrate the role of public service values and professional ethics when identifying major organizational, political, human resource & financial issues & proposing appropriate solutions
PADM 7301 Profession of PA	Emphasis: Assessed:	Extensive Exam, Paper, Project	Somewhat Case Study, Exam	Somewhat Exam, Case Study	Somewhat Exam, Case Study	Extensive Exam, Project	Extensive Exam, Paper, Project
PADM 7303 Public Org Theory	Emphasis: Assessed:	Extensive Exam, paper, team & field projects, exercises,	Extensive Exam, paper, team & field projects, exercises,	Somewhat Paper team & field projects, exercises,	Little Not Assessed	Somewhat Exam, Paper	Somewhat Exam, final paper
PADM 7313 Human Resource Mgmt	Emphasis: Assessed:	Extensive Exam, Paper, Case Studies	Extensive Exam, Paper, Case Studies, projects	Extensive Exam, paper, Case Studies, projects	Somewhat Case studies	Extensive Exam, Paper	Extensive Exam, paper, Case Studies, projects
PADM 7315 Research Methods	Emphasis: Assessed:	Little Paper	Little Paper	none Not assessed	Little Paper	Somewhat Paper, exams	Extensive Homework, Exams
PADM 7323 Financial Admin	Emphasis: Assessed:	Somewhat Exam	Somewhat Exam	Little Project	Extensive Exam, Paper, Project	Extensive Exam, Paper, Project	Extensive Exam, Paper, Project
PADM 7332 Politics & Bureaucracy	Emphasis: Assessed:	Extensive Exam, Paper, Case Studies	Extensive Exam, Paper, Case Studies	Somewhat Exam, Paper, Case Studies	Little Case Studies	Somewhat Exam, Paper, Case Studies	Extensive Paper, Case Studies
PADM 7363 Policy Analysis	Emphasis: Assessed:	Somewhat Paper, project	Little Paper, project	none Not assessed	Somewhat Paper, project	Extensive Paper, project	Extensive Paper, project, homework
PADM 7373 Seminar in PA	Emphasis: Assessed:	Extensive Paper	Extensive Paper	Somewhat Paper	Somewhat Paper	Extensive Paper	Extensive Paper

## Goal 2: Research Skills

		<b>Emphasis</b> :	Extensive	Somewhat	Little	None	Not Assessed
		<b>Assessed</b> :	Exam	Paper	Project	Other (Specify)	
<b>Courses and Activities</b>	<b>How outcomes are addressed and assessed</b>	<b>Outcome 1:</b> Identify an appropriate research method & describe the application of this method to a particular situation	<b>Outcome 2:</b> Select appropriate research methods to gather data	<b>Outcome 3:</b> Select appropriate analytical and statistical techniques to analyze data	<b>Outcome 4:</b> Interpret data, draw inferences, and apply results to a situation		
PADM 7301 Profession of PA	Emphasis: Assessed:	Extensive Paper, Case Study	Extensive Project	Extensive Paper, Case Study, Project	Somewhat Paper, Project		
PADM 7303 Public Org Theory	Emphasis: Assessed:	Somewhat Paper	Somewhat Paper	Little Paper	Little Paper		
PADM 7313 Human Resource Mgmt	Emphasis: Assessed:	Little Projects, Paper	Somewhat to Little Paper, projects	Little - None Paper	Little Paper		
PADM 7315 Research Methods	Emphasis: Assessed:	Extensive Exams, Paper, homework	Extensive Exams, Paper, homework	Extensive Exams, Paper, homework	Somewhat Exams, Paper, homework		
PADM 7323 Financial Admin	Emphasis: Assessed:	Somewhat Paper, case study	Extensive Paper	Somewhat Paper	Extensive Paper		
PADM 7332 Politics & Bureaucracy	Emphasis: Assessed:	Somewhat Paper, case study	Somewhat Paper	Somewhat Paper	Somewhat Paper		
PADM 7363 Policy Analysis	Emphasis: Assessed:	Extensive Paper, Project	Extensive Paper, Project	Extensive Paper, Project	Extensive Paper, Project		
PADM 7373 Seminar in PA	Emphasis: Assessed:	Extensive Paper	Extensive Paper	Extensive Paper	Extensive Paper		

### Goal 3: Professional Skills

	<b>Emphasis:</b>	Extensive	Somewhat	Little	None Other (specify)	Not Assessed
	<b>Assessed:</b>	Exam	Paper	Project		
<b>Courses and Activities</b>	<b>How outcomes are addressed and assessed</b>	<b>Outcome 1:</b> Identify appropriate leadership skills & determine which skills are appropriate for different organizational settings & issues	<b>Outcome 2:</b> Demonstrate the use of effective teams in different organizational settings	<b>Outcome 3:</b> Identify human resource management techniques & the appropriate application within the organization	<b>Outcome 4:</b> Select budgeting & financial analysis & apply them to solving problems in public & non-profit sectors	<b>Outcome 5:</b> Evaluate the role of information communication technologies in public organization & identify methods for managing information.
PADM 7301 Profession of PA	Emphasis: Assessed:	Extensive Case Study, Paper	Extensive Project	Extensive Exam, Case Study, Paper	Somewhat Exam	Extensive Case Study, Paper
PADM 7303 Public Org Theory	Emphasis: Assessed:	Extensive Papers, Team Projects	Extensive Team Projects	Somewhat Paper	Somewhat Paper	Somewhat Paper
PADM 7313 Human Resource Mgmt	Emphasis: Assessed:	Somewhat Paper, Case Studies	Somewhat Team Projects, Case Studies	Extensive Team Projects, Case Studies, Paper	Somewhat - Little Paper, project	Somewhat - None Paper
PADM 7315 Research Methods	Emphasis: Assessed:	None Not Assessed	None Not Assessed	None Not Assessed	Little Project	None Not Assessed
PADM 7323 Financial Admin	Emphasis: Assessed:	Little Exam	Extensive Project	None Not Assessed	Extensive Exam, Paper, Project	Little Project
PADM 7332 Politics & Bureaucracy	Emphasis: Assessed:	Extensive Paper, Case Study	Extensive Case Study	Extensive Paper	Little Case Study	Little Case Study
PADM 7363 Policy Analysis	Emphasis: Assessed:	Somewhat Project	None Not assessed	Little Not assessed	Somewhat Project	Little Project
PADM 7373 Seminar in PA	Emphasis: Assessed:	Somewhat Paper	Somewhat Paper	Somewhat Paper	Somewhat Paper	Somewhat Paper

### Goal 4 A: Oral Communication Skills

**Emphasis:** Extensive      Somewhat      Little      None  
**Assessed:** Exam      Paper      Project      Other (specify)      Not Assessed

<b>Courses and Activities</b>	<b>How outcomes are addressed and assessed</b>	<b>Outcome 1:</b> Present a well organized, clear, and concise presentation	<b>Outcome 2:</b> Communicate the parts of the professional paper, i.e. problem/issue statement, literature review, methodology, analyses, results, conclusions & recommendations	<b>Outcome 3:</b> Use visual aides effectively	<b>Outcome 4:</b> Use appropriate language & good public speaking skills, & respond to questions.	
PADM 7301 Profession of PA	Emphasis: Assessed:	Extensive Project, Paper	Extensive Project, Paper	Extensive Project	Extensive Project	
PADM 7303 Public Org Theory	Emphasis: Assessed:	Extensive - Somewhat Class presentations, projects	Extensive –None Papers	Extensive - None Class presentations	Extensive - None Class presentations	
PADM 7313 Human Resource Mgmt	Emphasis: Assessed:	Extensive - Somewhat Class participation, case studies, simulations (role play)	None Not Assessed	None Not Assessed	Extensive - None Case studies, simulations (role play)	
PADM 7315 Research Methods	Emphasis: Assessed:	None Not Assessed	None Not Assessed	None Not Assessed	None Not Assessed	
PADM 7323 Financial Admin	Emphasis: Assessed:	Extensive Project, Paper	Extensive Project, Paper	Extensive Project	Extensive Project	
PADM 7332 Politics & Bureaucracy	Emphasis: Assessed:	Somewhat Paper, case studies	Somewhat Paper, case studies	Somewhat Paper, case studies	Somewhat Paper, case studies	
PADM 7363 Policy Analysis	Emphasis: Assessed:	None Not Assessed	None Not Assessed	None Not Assessed	None Not Assessed	
PADM 7373 Seminar in PA	Emphasis: Assessed:	Extensive Oral Presentation of final paper	Extensive Oral Presentation of final paper	Extensive Oral Presentation of final paper	Extensive Oral Presentation of final paper	

## Goal 4 B: Written Communication Skills

<b>Emphasis:</b>	Extensive	Somewhat	Little	None	
<b>Assessed:</b>	Exam	Paper	Project	Other (specify)	Not Assessed

<b>Courses and Activities</b>	<b>How outcomes are addressed and assessed</b>	<b>Outcome 1:</b> Write a professional paper that reflects an appropriate structure & format for the type of paper selected, i.e. research, policy analysis, or case study	<b>Outcome 2:</b> Write a clear, concise, comprehensive, grammatically correct, free from spelling errors, & properly referenced paper	<b>Outcome 3:</b> Write an executive summary that presents briefly the purpose of the paper, supporting literature, methodology & analyses & major results	<b>Outcome 4:</b> Use illustrations, tables, & graphs effectively	
PADM 7301 Profession of PA	Emphasis: Assessed:	Extensive Paper, Case Study, Project	Extensive Paper, Case Study, Project	Extensive Project	Little Project	
PADM 7303 Public Org Theory	Emphasis: Assessed:	Extensive Papers, Team Project	Extensive Papers, Team Project	Extensive Papers, Team Project	Extensive Papers, Team Project	
PADM 7313 Human Resource Mgmt	Emphasis: Assessed:	Extensive Paper	Extensive Paper	Extensive Paper	Extensive Paper	
PADM 7315 Research Methods	Emphasis: Assessed:	None Not Assessed	None Not Assessed	None Not Assessed	None Not Assessed	
PADM 7323 Financial Admin	Emphasis: Assessed:	Extensive Paper, Project	Extensive Paper, Project	Extensive Paper, Project	Extensive Project	
PADM 7332 Politics & Bureaucracy	Emphasis: Assessed:	Extensive Paper, Case Study	Extensive Paper	Somewhat Paper	Little Paper	
PADM 7363 Policy Analysis	Emphasis: Assessed:	None Not Assessed	None Not Assessed	None Not Assessed	None Not Assessed	
PADM 7373 Seminar in PA	Emphasis: Assessed:	Extensive Final Capstone Paper	Extensive Final Capstone Paper	Extensive Final Capstone Paper	Extensive Final Capstone Paper	

## CAPSTONE EVALUATION FORMS

### Capstone Proposal Evaluation Sheet

Student's Name: \_\_\_\_\_ Evaluator's Name: \_\_\_\_\_

Date: \_\_\_\_\_

- Is this proposal developed enough for the student to proceed with the capstone course for the current semester?
  - \_\_\_\_\_ Yes: Please provide comments for improvement (see sections below).
  - \_\_\_\_\_ No: Please provide comments for future steps (see sections below).

Please evaluate each proposal on the following components and use a 1 to 4 point scale:

1= poor and unacceptable;

2 = Fair; needs major revisions before being accepted (see specific comments for each component), and cannot be admitted to the class before revisions are reviewed;

3 = Good; addresses all components, but needs minor revisions before being accepted, and can be admitted to the class (see specific comments);

4 = Excellent; can continue with the project and be admitted to the class.

- \_\_\_\_\_ **Project Title:** Is it descriptive of the project?
  - **Comments:**
- \_\_\_\_\_ **Problem Statement:** Clear description of the issue, problem, and/or program to be examined, analyzed, and studied, and dependent/independent variables if applicable.
  - **Comments:**
- \_\_\_\_\_ **Importance of the proposed project:** Description of the importance or significance of the proposed project.
  - **Comments:**
- \_\_\_\_\_ **Theoretical Framework:** Discussion of the major organizing framework or theoretical concepts and variables which might serve to organize and drive the project. This includes a literature review.
  - **Comments:**
- \_\_\_\_\_ **Project Research Design:** Discussion of the project's likely research design and feasibility within the time limits of one semester, including specific information addressing the following: What research design might be used? Is it expected the project will include quantitative or qualitative methods, or both? Will the proposed project require collection of new data, or will it use existing data? What data will be examined? How many organizations and participants might be involved? Do you or will you have access to the persons or organization you want to analyze or study? What approaches might be used to analyze the data?
  - **Comments:**
- \_\_\_\_\_ **References:** An annotated bibliography must be included with the proposal and appropriate for the topic.
  - **Comments:**
- \_\_\_\_\_ **Overall rating of Proposal**

**Please make specific comments on each component that requires revisions, and/or suggestions for improvement.**

**Evaluation Form for Capstone Project:  
Section I: Introduction, Literature Review, Method**

Student's Name: \_\_\_\_\_

Evaluator's Name: \_\_\_\_\_

**Date:** \_\_\_\_\_

Please evaluate each part of this section using this 1 to 4 point scale:

1 = poor and unacceptable;

2 = Fair; needs major revisions before being accepted (see specific comments);

3 = Good; addresses all components, but needs minor revisions (see comments);

4 = Excellent; can continue with the project.

**Introduction:**

- States the specific problem clearly and concisely
- States why the problem is important
- Describes the research strategy, i.e. clearly tells the reader what type of study is being conducted and why.
- Briefly states theoretical implications of the study and the relationship between this study and previous work in the area.
- Summarizes relevant arguments and the data.
- Presents clearly what was done and why.
- Provides a transition to the literature section and introduces the major headings that guide the literature review.
- Free of grammatical and spelling errors.

**Rating for Introduction:** \_\_\_\_\_

**Comments on the Introduction:**

**Literature Review:**

- Discusses the literature thoroughly.
- Cites and references works pertinent to the issue
- Summarizes earlier work
- Emphasizes pertinent findings, methodological issues, and major conclusions.
- Demonstrates logical continuity between previous and present work
- Develops the problem thoroughly and clearly
- Treats controversial issues fairly
- Presents arguments objectively
- Explains their approach to solving the problem
- If applicable, presents hypotheses clearly and demonstrates a relationship with the problem under study. Defines variables; explain which variables were manipulated; explains expected results; logic behind expectations; develops the rationale for hypotheses.
- If this is a policy analysis or case study, then alternatives are presented and clearly explained as well as the rationale.
- Free of grammatical and spelling errors.

**Rating for Literature Review:** \_\_\_\_\_

**Has the student used APA style appropriately? Yes \_\_\_\_\_; No \_\_\_\_\_ If no, please comment.**

**Comments on Literature Review:**

**Methods:**

- Describes in detail **what** and **how** the study was done.
- Provides a step by step account of the procedure followed.
- The method is appropriate to collect data for this study.
- Participants & subjects are described.
- Describes who was interviewed or surveyed and why?
- Describes type of instrument (s) used.
- Describes how the sample was created?
- Reports the procedure for selecting subjects.
- Reports demographic information if applicable to the sample.
- Describes any materials used to collect the data
- If secondary data is used, then this is fully described and why it is applicable.
- **For a Case Study:**
  - a) Describes the subject and relevant characteristics of the individual or organization presented
  - b) Describes the nature of or solution to a problem illustrated by the case example
- **Policy Analysis**
  - a) Describes how the issue was studied, e.g., a stakeholder analysis etc.
  - b) Describes how the alternatives were compared.
  - c) Describes which solutions were selected and why.
- Free of grammatical and spelling errors.

**Rating for Methods:** \_\_\_\_\_

**Comments on Methods:**

**Is this student ready to proceed with the next section of this project? Yes \_\_\_\_; No \_\_\_\_\_ If not, please explain.**

**Evaluation Form for Capstone Project:  
Section II: Results, Discussion, Recommendations**

Student's Name: \_\_\_\_\_

Evaluator's Name: \_\_\_\_\_

**Date:** \_\_\_\_\_

Please evaluate each part of this section using this 1 to 4 point scale:

1 = poor and unacceptable;

2 = Fair; needs major revisions before being accepted (see specific comments);

3 = Good; addresses all components, but needs minor revisions (see comments);

4 = Excellent; can continue with the project.

**Results:**

- Summarizes the data collected and the statistical or data analytic treatment used.
- Reports the data in sufficient detail to justify the conclusion
- Reports all relevant results, including those that run counter to the hypothesis
- Reports aggregate data – **not** individual scores or raw data
- Reports results – does **not** discuss the implications
- Uses tables and figures to report the data clearly and economically
- Refers to all tables and figures in the text
- Reports statistical power, sample size, assumptions, statistical significance, effect size and strength of relationship, if applicable.

**Rating for Results:** \_\_\_\_\_

**Comments on the Results:**

**Discussion:**

- **Has a clear statement of the support or nonsupport for the original hypothesis or problem statement**
- **Notes similarities and differences between your results and the work of others**
- **Evaluates and interprets the results with respect to the original hypothesis or problem statement**
- **Qualifies the results and draws inferences from them**
- **Acknowledges limitations and addresses alternative explanations of results.**

**Rating for Discussion:** \_\_\_\_\_

**Comments on Discussion:**

**Recommendations:**

- **Discusses why the problem is important**
- **Discusses implication of larger issues**
- **Discusses impact on future research**

**Rating for Recommendations:**

**Comments on Recommendations:**

Is this student ready to proceed with preparing the final paper? Yes \_\_\_\_; No \_\_\_\_ If not, please explain.

## CAPSTONE FINAL EVALUATION

Circle one that best describes the status of capstone project at time of presentation.

**1. PASS:       REGULAR   OR   HIGH**

Requires no additional work other than minor corrections

**2. PASS WITH RESERVATIONS**

Some changes are necessary, e.g., to strengthen conclusions or recommendation, but overall judgment is positive. Work with instructor or one faculty member; paper does not require review by entire faculty.

**3. HOLD WITH MINOR REVISIONS**

Paper requires significant modification, e.g. thorough editing, rewriting a section, which exhibits more serious weaknesses than #2 above. Work with instructor or one faculty member; paper does not require review by entire faculty.

**4. HOLD WITH MAJOR REVISIONS**

Paper needs significant and widespread revisions throughout. Major weaknesses prevent it from being approved. Work with instructor or one faculty member; paper must be reviewed by entire faculty.

**5. FAIL**

Paper is totally inadequate and must be rewritten. Paper cannot be fixed during current semester. Student may need to repeat the course or work with next semester's instructor.

**6. INCOMPLETE**

Student fails to complete course and is advised to take an incomplete or in progress grade and work with instructor in the next semester.

**7. WITHDRAWAL**

Student fails to meet deadlines and is advised to withdraw from the course.

Student Name \_\_\_\_\_

Rater ID \_\_\_\_\_

### MPA Capstone Evaluation Form

#### Written Communication Skills

#### Rating\*

1 Professionalism of paper—correct grammar and spelling, properly referenced \_\_\_\_\_

2 Writing is clear, concise, and comprehensive for all sections of the paper \_\_\_\_\_

3 Executive summary communicates major points briefly and effectively \_\_\_\_\_

4 Illustrations, tables, and/or graphs are used effectively \_\_\_\_\_

#### Oral Communication Skills

5 Presentation is well organized, clear, concise, and uses visual aides effectively \_\_\_\_\_

6 Presentation communicates all parts of the project including problem/issue statement, literature review, methodology, results, analysis, and conclusions/recommendations \_\_\_\_\_

7 Presenter utilizes good public speaking skills and responds to questions well \_\_\_\_\_

#### **MPA LEARNING OBJECTIVES**

##### ***A. Knowledge about public and nonprofit organizations, public policy, the political process, public service values, and professional ethics***

8 Issue is appropriately placed in the context of public administration theory \_\_\_\_\_

9 Conclusions and recommendations demonstrate knowledge of political and professional environment and processes \_\_\_\_\_

10 Capstone Project demonstrates good knowledge of public and/or nonprofit organizations, public policy, and/or the political process \_\_\_\_\_

##### ***B. A working knowledge of best practices in performing managerial and technical tasks (e.g., leadership, human resources management techniques, managing information)***

11 Issue addressed is relevant to the practice of public administration \_\_\_\_\_

12 Recommendations demonstrate strong synthesis of good administrative practice \_\_\_\_\_

13 Capstone project demonstrates good working knowledge of best practices in performing managerial and technical tasks \_\_\_\_\_

##### ***C. Quantitative, analytical, and diagnostic capabilities (e.g., statistical analysis, problem solving, and decision-making)***

14 Appropriate research methods are used to analyze and gather data \_\_\_\_\_

15 Data analysis demonstrates good analytical capabilities \_\_\_\_\_

16 Conclusions demonstrate strong analytical skills \_\_\_\_\_

17 Capstone Project demonstrates good application of appropriate research methodologies \_\_\_\_\_

18 Recommendations and/or conclusions derive directly from study \_\_\_\_\_

\*Ratings: Excellent=4 Good=3 Fair=2 Poor=1