

## **Master of Public Administration (MPA) Program 2008 Assessment Report**

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### **Executive Summary**

Established in 1974, the Master of Public Administration (MPA) Program is the Levin College's largest multi-disciplinary graduate program, with an average headcount of 114 in CY 07. The delivery of the Program is through a partnership of the Levin College of Urban Affairs, the Political Science Department (CLASS), and the Nance College of Business' Health Care Administration Program. The MPA Program also participates in a dual degree (MPA/JD) program with the Cleveland-Marshall College of Law. Currently, a diverse faculty of 16 members drawn from the four colleges constitutes the MPA Program's faculty.

Specifically, the MPA program's mission is to advance intellectual and administrative leadership in public administration by preparing students to assume the challenges of public service. Course work gives a diverse student body a foundation in general public administration and specialized skills grounded in one of the program's areas of expertise. These specializations are as follows:

- Public Management (with four options) — (1) General Public Management, (2) Nonprofit Management, (3) City Management, and (4) Public Safety Management
- Economic Development
- Health Care Administration (with two options) — (1) Health Care Management, and (2) Long-term Care Administration

The MPA Program also helps students to discover, construct, interpret, and disseminate knowledge and understanding about the practice of public affairs. It also serves the Northeast Ohio region, including the professional community, by extending intellectual resources and applying knowledge.

This mission is built on the MPA Program's commitment to nationally recognized excellence in public administration education and research, to the development of leadership in government, to public service for solutions to urban problems and to an enhanced understanding of public policy and management in a global and diverse society.

Through its activities, the Master of Public Administration Program supports the educational, research, and public service missions of the Maxine Goodman Levin College of Urban Affairs and Cleveland State University. The MPA faculty adopted this mission in 2004, modified it slightly in 2006, and renewed it on April 29, 2008.

In April 2008, *U.S. News and World Report* ranked the MPA Program as second in the U.S. for its city management/urban policy specialization for the fourth time.

The MPA Program undergoes intensive peer-reviews through the National Association of Schools of Public Affairs and Administration (NASPAA). In 2004, the MPA Program achieved full reaccreditation, which runs through 2009-2010. NASPAA requires MPA programs to submit annual reports to insure that they comply with accreditation standards between site visits.

**1. Introduction/Context**

In 2004, the MPA Program faculty identified four educational outcome goals that emerge directly from the MPA Program’s mission. Specifically, the four outcome goals are as follows:

- (1) Students will assume the challenges of public service by having a substantive foundation in general public administration (cited as the generalist outcome).
- (2) Students will assume the challenges of public service by having methodological skills in public administration (cited as the methodological outcome).
- (3) Students will develop specialized skills in one of the Program’s areas of expertise (cited as the specialization outcome).
- (4) Students will assess their MPA Program experience favourably (cited as the program improvement outcome).

The MPA Program faculty developed the following seven-point rubric to assess student performance, as shown in Table 1. Rubrics to gather information from students related to the fourth outcome goal are in Appendix B.

**Table 1 - MPA Curriculum Rubric**

Assessment	Score	Grade
Exemplary Performance	6	A
	5	A-
Satisfactory Performance	4	B+
	3	B
Marginal Performance	2	B-
	1	C
Unsatisfactory Performance	0	F

Annually, the MPA Program faculty analyze quantitative and qualitative data to assess the program’s effectiveness along four dimensions: a generalist outcome, a methodological outcome, a specialization outcome, and a program improvement outcome. The data findings for CY 2007 appear in section 5 of this report. The longitudinal data appear in Appendix A.

1b. No change.

1c. As per the recommendations of the 2007 reviewers, this report opens with an executive summary. This report and Appendix B contain the rubrics requested by the reviewers.

## 2. Goals

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

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

2b. The MPA faculty review and renew these goals annually. The MPA director has shared these learning goals with the MPA Advisory Committee and with students at the MPA Orientation and in PAD 692, Capstone Seminar in Public Administration (the last class).

2c. The MPA Program faculty discussed community engagement at its April 29, 2008 meeting. The consensus was that engaged learning is a form of adult education. It means that the MPA faculty move beyond the podium by using adult learning tools, techniques and active exercises to ground MPA students in the materials being taught. Engaged learning also means that the MPA students take responsibility for their learning so that they are not passive in the classroom. Finally, engaged learning means that MPA faculty create the adult learning environment that facilitates opportunities for students to be active (i.e., engaged) learners.

Of the five required courses in the MPA (generalist) curriculum, three already apply engaged learning strategies --- PAD 600 - Introduction to Public Administration, PAD 604 --- Organizational Behavior, and PAD 692 - Capstone Seminar in Public Administration. The remaining two classes, PAD 601 Research Methods, and PAD 603, Public Finance, are taught in a lecture and exercise format.

Based on this discussion, the MPA faculty decided that no changes were necessary to the program mission or to the assessment process.

2d. Every March, the MPA faculty review the program assessment data collected by the MPA director. At the beginning of every academic year, the MPA director shares the assessment report of the CSU reviewers. In 2007, the CSU reviewers gave the MPA Program high marks

for its assessment. In her transmittal memo to the MPA Program, Dr. Rosemary Sutton, stated, “I agree with the review team that your use of assessment data to make program improvements, your responsiveness to reviewers’ feedback and the comprehensive report are all outstanding!”

### 3. Outcomes

The MPA Program faculty developed the following outcome statements for each of the six MPA learning goals measured through PAD 692, Capstone Seminar in Public Administration. The detailed outcome statements appear in Table 2.

**Table 2- MPA Learning Goals and Outcome Statements**

**MPA Goal 1: Substantive Knowledge:** MPA students will gain knowledge of factual information about public and nonprofit administration that enables them to analyze a defined policy problem, challenge, or opportunity successfully in the capstone project.

- Students will explore the relationship between theory and practice in their capstone project
- Students’ selection of the capstone project will reflect a social, political, policy challenge that is fundamental to the practice of public or nonprofit administration in the contemporary context
- Students can identify salient features of public administration and constitutional values.

**MPA Goal 2: Core Communication Skills:** MPA students will demonstrate competence in written and oral forms.

- Students will prepare a written capstone paper that integrates learning from the MPA core curriculum.
- Students will “defend” their capstone paper to a panel of faculty, alumni, and practitioners.

**MPA Goal 3: Critical Thinking Skills:** Students will develop critical acumen such that they can make defensible judgments about policies and administrative behaviors and not to take information as dogma .

- Students’ participation in class appropriately will apply a critical thinking framework that allows them to identify arguments and question the underlying assumptions of analytical research.
- Students’ capstone project will show appropriate data gathering and information analysis techniques.
- Students can distinguish between good and bad evidence for claims about policies or administrative behavior.
- Students will show the capacity to disagree respectfully and to apply ideas without becoming argumentative or without personalizing an issue.
- Discussion in class will allow students to share, disagree, or apply new viewpoints to contemporary issues.
- Students apply methodological skills to analyze a defined administrative or policy issue in their capstone project.

**Table 2- MPA Learning Goals & Outcome Statements (continued)**

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

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

**MPA Goal 5: Understanding Society and Culture:**

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

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

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

3b. The MPA faculty designed the learning goals, which were reviewed by the NASPAA accreditation team, in 2003. These goals have also incorporated the input of the MPA Advisory Committee, MPA alumni, and practitioners. The MPA Advisory Committee meets twice a year.

3 c. No changes were made, as discussed in 2c.

3d. Not applicable.

#### **4. Data Collection**

The MPA Program uses both direct and indirect measures in its program assessment. Direct methods include assessing student performance on the generalist and methodological outcomes, based on standardized instructor judgments. These assessments were formatted into the curriculum rubric shown in Table 1.

PAD 692, Capstone Seminar in Public Administration, is the primary data source for assessing the specialization outcome. In PAD 692, MPA students prepare and defend their capstone paper on a significant public administration topic at a Public Administration Forum. Each forum brings MPA faculty members, alumni, and practitioners together to serve as a review panel for the capstone presentation. The capstone presentations are timed. They are also open to the Levin College community and to the public. Questions from the audience are encouraged.

The MPA faculty have developed special rubrics for assessing the students' capstone presentations and papers. As shown in Tables 3 and 4, these rubrics operationalize the six MPA learning goals.

**Table 3 - MPA CAPSTONE PROJECT  
ORAL PRESENTATION ASSESSMENT RUBRIC**

Evaluator \_\_\_\_\_ Student \_\_\_\_\_ Date \_\_\_\_\_  
Title of Capstone \_\_\_\_\_

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

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

4=

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

2=

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

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

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

4=

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

2=

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

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

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

4=

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

2=

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

**4. Information gathering (goals 3 and 4):**

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

4=

3=

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

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

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

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

4=

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

2=

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

**Table 3 - MPA CAPSTONE PROJECT  
ORAL PRESENTATION ASSESSMENT RUBRIC (continued)**

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

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

4=

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

2=

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

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

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

4=

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

2=

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

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

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

4=

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

2=

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

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

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

4=

3=the answers were organized but not responsive

2=

1=the answers were disorganized, unresponsive, and unclear

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

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

**Table 4 – MPA CAPSTONE PAPER ASSESSMENT (Rubric)**

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

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

The MPA Program also collects data on the program improvement outcome goal by using indirect methods. On completion of their capstone presentation and capstone paper, MPA students in PAD 692, Capstone Seminar in Public Administration, graduating students all, have an opportunity to do a self assessment of their skills and participate in an exit survey. These students also evaluate their entire MPA educational experience. Please see Appendix A for the data tables and Appendix B for the rubrics.

4b. The MPA Program collects data on a calendar year basis. Given the positive feedback from the CSU reviewers, the MPA faculty made no changes in the assessment instruments. However, this report and Appendix B contain the rubrics used in the MPA Program assessment, as per the reviewers' recommendations.

## **5. Data Analysis & Findings**

Table 5 provides the findings concerning the generalist, methodological, specialization, and program improvement outcome goals for CY 2007 (see pp. 11-15 of this report).

Table 6 and Table 7 provide the findings for the students' performance on the capstone papers for CY 2007 and in a longitudinal context. Similarly, Table 8 provides the findings for the students' performance on the oral presentations for CY 2007 and in a longitudinal context. The students included in these assessments were drawn randomly.

Please see section 7 for a report of how the MPA Program faculty used the findings/results from the 2007 assessment to make program improvements.

**Table 5 --- MPA Program Assessment, CY 2007**

<b>Goal 1:</b> Students will assume the challenges of public service by having a substantive foundation in general public administration (cited as the generalist outcome).				
<b>Outcomes</b>	<b>Research Methods</b>	<b>Findings</b>	<b>Review</b>	<b>Actions</b>
Students will understand theories of public administration.	Student performance in PAD 600, 604, PSC 605/PAD 617 as per rubric  For 2007 calendar year	PAD 600-N=46 74% Exemplary 26% Satisfactory 0% Marginal 0% Unsatisfactory  PAD 604 N=34 88% Exemplary 6% Satisfactory 3% Marginal 3% Unsatisfactory  PSC 605/PAD 617 N=33 70% Exemplary 30% Satisfactory 0% Marginal 0% Unsatisfactory	MPA faculty reviewed CY 07 data at the March 25, 2008 program faculty meeting.	Faculty were satisfied with the outcome. None at this time
Students will apply constitutional and ethical values of public administration.	Student performance in PAD 634 and 631 as per rubric	PAD 634 N=26 46% Exemplary 50% Satisfactory 4% Marginal 0% Unsatisfactory  PAD 631 N=2 50% Exemplary 50% Satisfactory 0% Marginal 0% Unsatisfactory	MPA faculty reviewed CY 07 data at the March 25, 2008 program faculty meeting.	Faculty were satisfied with the outcome. None at this time.

<b>Goal 1:</b> Continued				
<b>Outcomes</b>	<b>Research Methods</b>	<b>Findings</b>	<b>Review</b>	<b>Actions</b>
Students will know how to apply principles of public personnel administration.	Student performance in PAD 630 as per rubric	PAD 630 N=30 57% Exemplary 37% Satisfactory 7% Marginal 0% Unsatisfactory	MPA faculty reviewed CY 07 data at the March 25, 2008 program faculty meeting.	Faculty were satisfied with the outcome. None at this time

<b>Goal 2:</b> Students will assume the challenges of public service by having methodological skills in general public administration (cited as the methodological outcome).				
<b>Outcomes</b>	<b>Research Methods</b>	<b>Findings</b>	<b>Review</b>	<b>Actions</b>
Students will understand the fundamentals of quantitative methods.	Student performance in PAD 501 and PAD 601 as per rubric	92% of 501 students pass 601 in 2007 (N=26)	MPA faculty reviewed CY 07 data at the March 25, 2008 program faculty meeting.	Faculty were satisfied with the outcome. None at this time.
Students will use statistical analysis effectively.	Student performance in PAD 601 via rubric	PAD 601 N=44 34% Exemplary 57% Satisfactory 7% Marginal 2% Unsatisfactory	MPA faculty reviewed CY 07 data at the March 25, 2008 program faculty meeting.	Faculty were satisfied with the outcome. None at this time.
Students will assess the economic and revenue dimensions of public administration.	Student performance in PAD 603 via rubric	PAD 603 N=31 77% Exemplary 13% Satisfactory 6% Marginal 3% Unsatisfactory	MPA faculty reviewed CY 07 data at the March 25, 2008 program faculty meeting.	Faculty were satisfied with the outcome. None at this time.
Students will know how to lead a strategic information planning process.	Student performance in PSC/PAD 635 via rubric	PSC 635 N=17 76% Exemplary 24% Satisfactory 0% Marginal 0% Unsatisfactory	MPA faculty reviewed CY 07 data at the March 25, 2008 program faculty meeting.	Faculty were satisfied with the outcome. None at this time.

**Goal 3:**

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

Outcomes	Research Methods	Findings	Review	Actions
<p>Students will defend their problem analysis, using presentation technology, before a panel of MPA faculty members and practitioners.</p>	<p>This panel used a special rubric that assesses students on the Program's six learning goals.</p> <p>5 MPA faculty members and 12 alumni and external practitioners evaluated the MPA Capstone presentations in CY 2007.</p> <p>See the Table 3 of this report for the rubric.</p>	<p>Ten randomly selected capstones drawn from CY 2007 were evaluated. The panel of faculty and practitioners used a special rubric designed to assess student performance along nine dimensions. The scale ranged from 1 to 5 (high).</p> <p><u>1. Written communication</u> Mean: 4.46, SD: 0.64, Variance: 0.40</p> <p><u>2. Project identification</u> Mean: 4.39, SD: 0.71, Variance: 0.51</p> <p><u>3. MPA core ideas</u> Mean: 4.04, SD: 0.67, Variance: 0.45</p> <p><u>4. Information Gathering</u> Mean: 4.26, SD: 0.81, Variance: 0.65</p> <p><u>5. Analysis</u> Mean: 4.19, SD: 0.66, Variance: 0.44</p> <p><u>6. Project identification</u> Mean: 3.93, SD: 0.83, Variance: 0.69</p> <p><u>7. Learning</u> Mean: 4.09, SD: 0.66, Variance: 0.43</p> <p><u>8. Quality of Oral Presentation</u> Mean: 4.31, SD: 0.79, Variance: 0.63</p> <p><u>9. Response to Questions</u> Mean: 4.33, SD: 0.67, Variance: 0.45</p>	<p>MPA faculty reviewed CY 07 data shown in Table 8 at the April 29, 2008 program faculty meeting.</p>	<p>See sections 6 &amp; 7 of this report.</p>

<b>Goal 3:</b> Continued				
<b>Outcomes</b>	<b>Research Methods</b>	<b>Findings</b>	<b>Review</b>	<b>Actions</b>
Students will prepare a written problem analysis.	MPA faculty used a special rubric designed to assess student performance, based on the 6 MPA learning goals. As shown in Table 4, the rubric used a seven-point scale, from 0 to 6.  10 MPA faculty members evaluated ten randomly selected capstones drawn from CY 2007.	Mean for goal 1=4.53 Mean for goal 2=4.40 Mean for goal 3=4.28 Mean for goal 4=4.45 Mean for goal 5=4.38 Mean for goal 6=4.46  100% of capstone students completed PAD 692, Capstone Seminar in Public Administration in CY 2007.	MPA faculty reviewed CY 07 data, as shown in Tables 6 & 7, at the April 29, 2008 program faculty meeting.	See sections 6 & 7 of this report.

**Goal 4:**

Students will assess their MPA Program experience favorably.

**Outcomes**

**Table 6 - Scoring Summary  
Selected MPA Capstone Papers, CY03-CY07**

<b>CY 2007 Papers (N=10)</b>	Goal 1 Substantive Knowledge	Goal 2 Written Communica tion	Goal 3 Critical Thinking	Goal 4 Breadth & Application	Goal 5 Society & Culture	Goal 6 PA Values & Ethics
Exemplary (6-5)	55.17%	58.62%	46.43%	46.43%	46.43%	55.56%
Satisfactory(4-3)	41.38%	27.59%	46.43%	46.43%	53.57%	37.04%
Marginal (2-1)	3.45%	13.79%	7.14%	7.14%	0.00%	7.41%
Unsatisfactory (0)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Mean	4.55	4.41	4.29	4.46	4.39	4.48

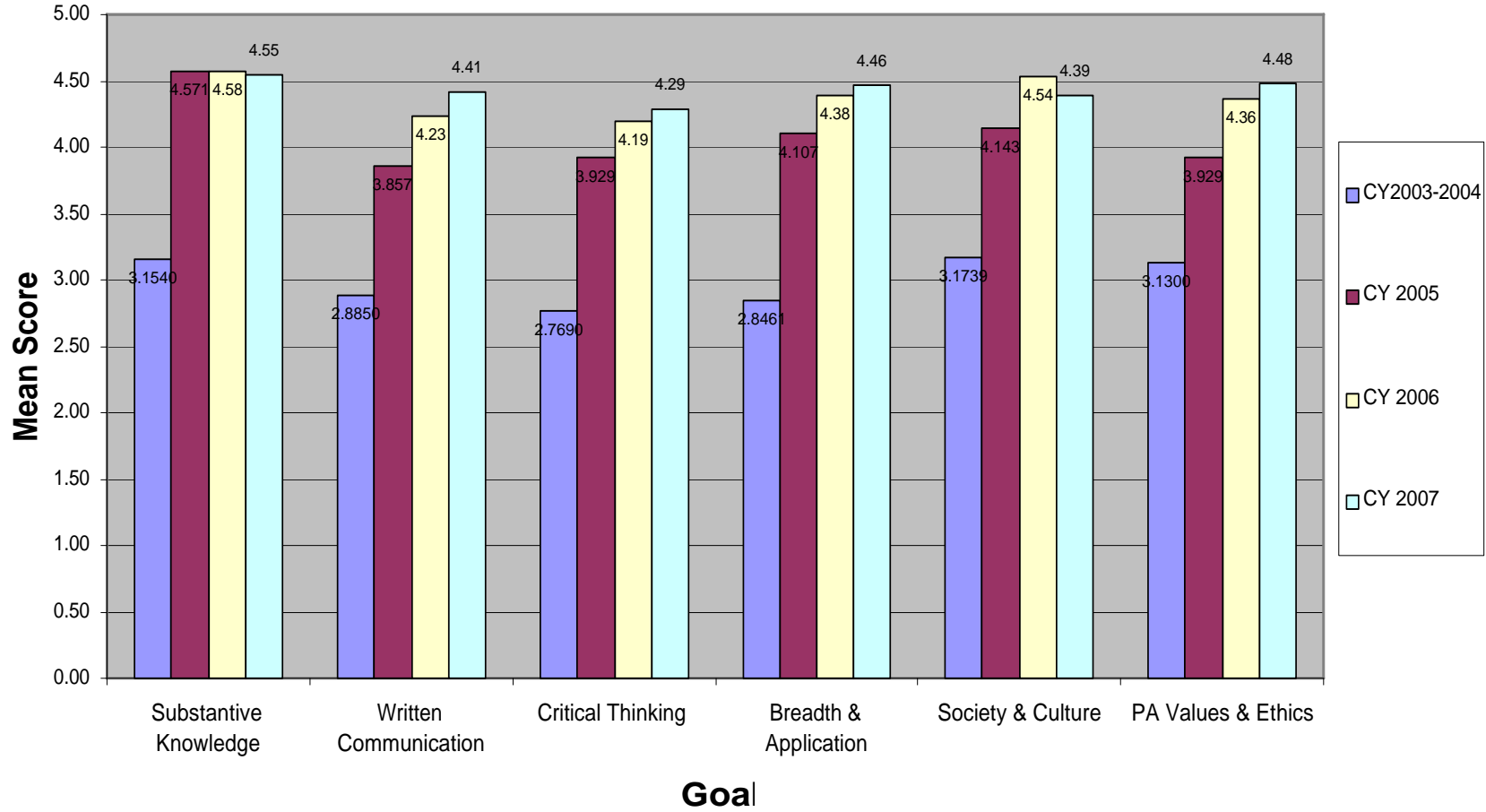
<b>CY 2006 Papers (N=13)</b>	Goal 1 Substantive Knowledge	Goal 2 Written Communica tion	Goal 3 Critical Thinking	Goal 4 Breadth & Application	Goal 5 Society & Culture	Goal 6 PA Values & Ethics
Exemplary (6-5)	53.85%	50.00%	46.15%	50.00%	50.00%	54.17%
Satisfactory(4-3)	42.31%	30.77%	38.46%	42.31%	46.15%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

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

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

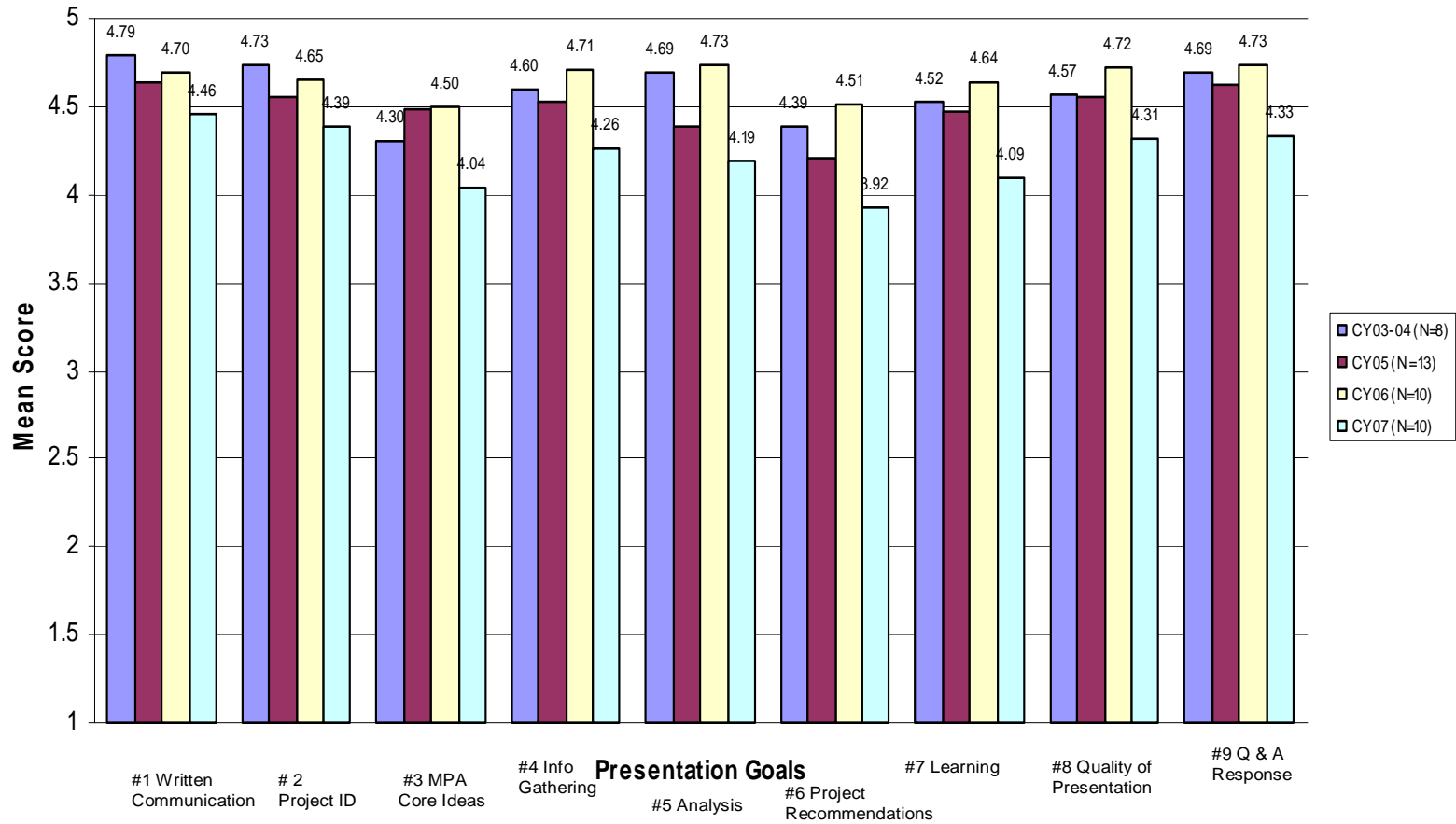
Table 7

### MPA Capstone Papers CY 2003-2007



**Table 8**

**CY 03-CY 07 Oral Presentations**



## **6. Review of CY 07 Findings**

6a. The MPA director distributed the data tables in advance of the March and April faculty meetings. This distribution included the dean and the associate dean of the Levin College.

Specifically, on March 25, 2008 and April 29, 2008, the MPA Program faculty reviewed the data tables, including those that appear in Appendix A, and held in-depth discussions about these findings. This discussion included professional staff.

6b. Yes. While the MPA faculty did not set a specific level of performance in their assessments of the capstone papers, Table 7 shows that the faculty reviewers did not assess a single student paper at the unsatisfactory level. Table 7 also shows improvement on six of the seven learning goals.

At the April 29, 2008 meeting, the MPA faculty discussed the data related to the capstone oral presentations (Table 8), as well as the feedback from the students (that appears in Appendix A).

In reviewing the presentation data, the MPA faculty discussed strategies to introduce critical thinking skills earlier in the MPA curriculum. See section 7 of this report for the follow-up actions.

In reviewing the SWOT data (shown in Appendix A) and in renewing the MPA Program mission on April 29th, the MPA faculty recognized that public administration education is vitally concerned with health care. Therefore, the faculty discussed what health care administration means to public administration. The consensus was as follows.

Health care in public administration pertains to the overall health of a community. Working to maintain the health of a community, public administrators are responsible for the implementation, management, and oversight of complex health care systems in this country.

Finally, at the April 29th meeting, the MPA faculty defined engaged learning, as reported in section 2c.

## **7. Follow-up Actions:**

Based on the findings from the previous year's (2007) program assessment, the MPA faculty focused on eliminating redundancy across the curriculum and discussed strategies to coordinate content vertically (i.e., between the generalist and specialization courses).

To meet this challenge, the MPA faculty worked in small groups charged with the following tasks:

- To modernize content
- To identify courses that might be missing from the curriculum
- To eliminate courses that were redundant
- To identify courses for which the MPA Program could collaborate with other programs and departments
- To suggest course sequencing and scheduling
- To standardize course objectives, content, and competencies in core courses

The MPA faculty formed the following small groups:

- General public management ---- Professors Sowa, Vogelsang-Coombs, Murray, Keller, and Meyer-Emerick
- City management --- Professors Keller, Vogelsang-Coombs, and Murray
- Public Safety management --- Professors Vogelsang-Coombs and Dunn
- Health care administration --- Professor Vogelsang-Coombs and Professors Susbauer, & Anetzberger of the Nance Business College
- Nonprofit management --- Professors Alexander, Brudney, and Sowa
- PAD 604 --- Organizational Behavior --- Professors Alexander and Meyer-Emerick
- PAD 600 --- Introduction to Public Administration --- Professors Murray, Keller, Meyer-Emerick, and Alexander
- PAD 501-PAD 601, Quantitative Group (Research Methods) --- Professors Bowen, Kaufman, & Brudney.

The following major curriculum changes were made (and approved) to the MPA curriculum by the program faculty and by the faculty of the Department of Urban Studies.

1. The MPA specialization in Public Safety Management was modernized and renamed Public Safety and Justice Management. This modernization reflects the expertise of Professor Ronnie Dunn and feedback from students, alumni, and practitioners in the field. This change reflects data findings from previous assessments.

Following the pattern used for MPA specializations extant, Public Safety & Justice Management requires three coordinated courses, as follows.

- PAD 581, Issues in Public Safety and Justice Management (formerly PAD 693, Public Safety Management Seminar)
  - PAD 582, Public Safety Institutions and the Delivery of Justice
  - PAD 583, Policy Analysis and Accountability in Public Safety & Justice Management
2. PAD 632, Organization & Management in the Public Sector (4 credits) was redesigned to eliminate duplication, and the number of credits hours reduced to 3. The redesigned PAD 632 received a new name, Leadership & Governance. This course is designed to give MPA students the tools of strategic planning, project management, program evaluation

and policy leadership. This new course fits squarely with the recommendations of the MPA Advisory Committee.

3. The City Management Specialization now requires UST 572/PAD 572, Negotiation and Conflict Management, in lieu of PAD 634, Ethics in the Public Sector. Given that the MPA faculty have integrated ethics content across the curriculum, MPA students reported that PAD 634 duplicated content from the required MPA courses. PAD 634 is still available as a stand-alone elective.
4. PAD 692, Capstone Seminar in Public Administration, will no longer be available during the summer semester, effective AY 2008-09. This change is designed to deal with the findings related to the oral presentation data.
5. The MPA faculty approved changes to the Health Care specialization, based on the recommendations of the faculty of the Health Care faculty in the Nance College of Business.
6. The quantitative faculty group recommended the development of a self-directed, web-based PAD 501, Fundamentals of Applied Reasoning, to accommodate different learning styles of MPA students.
7. Starting in fall 2008, the MPA faculty will be asked to incorporate a health care statement into their syllabi, as appropriate.
8. In fall 2008, the MPA faculty will identify MPA Heuristics available to students online. The heuristics will include elements of critical thinking that the MPA faculty expect students to show in their courses. For example, essay exams will require students to demonstrate that they know how to craft an argument and to build a case, using appropriate (non-Wikipedia) data sources.
9. PAD 604, Organization Behavior, will expand to include content on organization theory.

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As indicated throughout this report, the MPA faculty have incorporated the recommendations of the CSU reviewers from 2007 and earlier.

As shown in this report, the MPA faculty have actively used the assessment process to make continuous improvements in the MPA Program.

Attachments:

- Appendix A – Data Tables
- Appendix B - Additional Rubrics