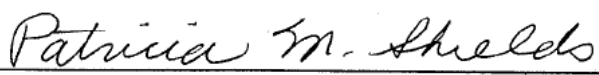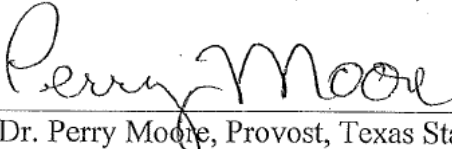# NASPAA Self - Study Report
Volume I

August 15, 2009

Master of Public Administration
College of Liberal Arts
Department of Political Science
601 University Drive
Texas State University – San Marcos
San Marcos, TX 78666

Certified By

Patricia M. Shields   7/31/09

Dr. Patricia M. Shields, Director, Master of Public Administration Program   Date

Perry Moore   8/4/09

Dr. Perry Moore, Provost, Texas State University – San Marcos   Date

PROGRAM SUMMARY

1. Title of degree (1.3)	Master of Public Administration
2. Off -Campus location (9.1)	none
3. Number of credits normally required for degree (4.3-A)	39
4. Total credits in required courses (4.21-B	30
5. Total Credits in elective courses (4.22-A)	9
6. Specialization advertised as available (4.22-C)	Administration of Allied Health Services Administration of Criminal Justice Systems General Public Administration Government Information Systems Human Resources in Public Administration International Relations Legal and Judicial Administration Public Finance Administration Social Policy Urban and Environmental Planning
7. Number of credits which can be reduced for prior undergraduate education (4.3-B)	none
8. Number of credits which can be reduced for significant professional experience (4.3-B)	none
9. Number in faculty nucleus (5-1-B)	10
10. Number of students in degree program	Part time 102 full time 35 Total 137
11. Is a thesis or major professional report required? (4.3-C)	yes
12.Is a comprehensive examination required (4.3-C	yes
13. Is an internship available? Is it required? (4.4-B)	Yes, not required

Table of Contents

STANDARD 1.0--ELIGIBILITY FOR PEER REVIEW AND ACCREDITATION

1.1 Eligibility

These standards assume a commitment to the use of peer review procedures to assess educational quality. Formal peer review and accreditation processes of NASPAA are open to programs which meet the following criteria:

The Master of Public Administration program at Texas State University San Marcos (hereafter, Texas State) is eligible for peer review and re-accreditation by the National Association of Schools of Public Affairs and Administration.

1.2 Institutional Accreditation

The parent institution is accredited by its regional association.

The Southern Association of Colleges and Schools accredits Texas State. The most recent accreditation was in 1999.

1.3 Professional Education

The primary objective is professional education preparing persons for leadership and management roles in public affairs/policy/administration;

A. Leadership and Management Objective
The MPA Program at Texas State prepares both in-service and pre-service students for leadership and management roles in public service. The program does this through a core that emphasizes traditional Public Administration (PA) competencies such as finance, organization theory, personnel, policy and research. We also have an ethics course that prepares students for the ethical challenges of public service. We believe clear writing and critical thinking are essential for both management and leadership in public service. The core courses and particularly the capstone experience emphasize writing and critical thinking.

The nine career support areas allow students to emphasize a particular policy (social, environmental, health, criminal justice, international relations) or focus on management skills (finance, personnel, information systems, law). The general public administration career support area gives students flexibility to take electives that will prepare them for positions of management and leadership in public service.

The MPA Program continuously seeks input from students, alumni and employers to prepare students for careers as managers and leaders in public service.

B. Degree Specification
The Department of Political Science at Texas State offers the Master of Public Administration.

Other master's degrees offered by the Department of Political Science include a Master of Arts in Political Science and a Master of Arts with a major in Legal Studies.

1.4 Program Length

The program must have been in operation at least four years to provide adequate data for evaluating program policies, procedures, and placement of graduates.

The Texas Higher Education Coordinating Board authorized the Master of Public Administration Program at Texas State in 1973; the program graduated its first group of students in December 1974.

STANDARD 2.0--PROGRAM MISSION

2.1 Mission Statement

The program shall state clearly its educational philosophy and mission and have an orderly process for developing appropriate strategies and objectives consistent with its mission, resources, and constituencies.

A. BACKGROUND
The Master of Public Administration Program at Texas State University – San Marcos was established in 1973. Texas State is located in San Marcos, a medium sized city located in Central Texas along the I-35 corridor between Austin and San Antonio. During 36 years of operation, the program has graduated 806 students. The faculty has varied over the years but is now at a complement of ten. Enrollments in the past four years have ranged from 119 in the Fall of 2004 to the Spring 2009 enrollment of 137 students.

The MPA Program requires 39 hours of core and career support area courses. Students entering without statistics or prior public service experience are required to take six hours of additional background classes. Prior to 1981, six career support areas were offered: human resources in public administration, public finance administration, urban and environmental planning, criminal justice, human resources, and allied health. Today, in addition to these seven career support areas, the MPA program offers four additional ones: legal and judicial administration, government information systems, international relations, and general public administration. The general public administration career support area is the most popular and requires one course in information systems and two electives. The MPA Program was certified by NASPAA in 1982 and then accredited in 1989 and re-accredited in 1996 and 2003.

Since its inception, the Texas State MPA Program has offered classes in downtown Austin. Like most Texas State MPA classes, Austin classes are offered in the evening. Austin (about 30 miles from San Marcos) is the capital of Texas and has a significant state workforce. The majority of our students are in-service and live and work in Austin.

In 2000, Texas State partnered with Austin Community College and Temple Community College to provide classes and degree programs to communities north of Austin (e.g., Round Rock, Georgetown). The Texas State MPA Program contributed to this effort by offering classes in the new Round Rock Higher Education Center. Each long semester there are usually three Austin classes, two in Round Rock, two Internet and at least 10 San Marcos classes. Core faculty teach in all locations and offer identical courses.

Over the years, as a result of internal and external assessments as well as NASPAA reviews, the MPA program has evolved to meet the changing needs and challenges of public service education. For example, in response to NASPAA requirements that we engage outside constituencies we established an Advisory Council that began in 1989 and has met three times a year thereafter. The Advisory Council has been instrumental in on

going mission review. In addition, it has provided feedback on revision of admission policy, curriculum change, fundraising and web site enhancement.

In the Spring of 2002, The Texas Higher Education Coordinating Board Approved a Bachelors of Public Administration (BPA). The BPA major has been successful (over 250 majors). Many subsequently enroll in the MPA program.

B. Mission Statement

Program Philosophy: During faculty and MPA Advisory Council meetings (March 2002) the MPA Program articulated its program philosophy.

Foremost, we believe that public service is an honorable and noble calling and public service education is our calling. We educate practitioners and stress the application of theory to the larger world of public administration. As such, students and their welfare take a high priority. It is our job to help students realize their potential in the context of public administration and management. Thus we try to teach skills to meet students' professional needs as well as provide a broader (democracy in action) perspective that stresses ethics. We believe that the best decisions emerge through consultative processes where input from key stakeholders is valued, sought and used. Our goal is an accessible faculty who promote an educational community with a generous spirit where people learn from each other both in and out of the classroom.

Program Mission statement

The MPA Program's mission is to prepare students for careers as managers and leaders in the public service. Students are prepared for public service leadership and management through course work, professional development opportunities, and applied research projects.

The Program is distinguished by emphasizing the central role of ethics in public service; outstanding student research, reinforcing the use of technology in management; providing professional and educational opportunities to a diverse student body; delivering classes at convenient times and locations; offering a variety of career support areas; enabling rich and frequent contacts between students and faculty; providing students and alumni with professional networking opportunities; focusing on continuing professional development; emphasizing management in political institutions and processes; and integrating theoretical and applied approaches to public management.

From the above mission statement the program developed a set of program objectives, which were used to construct student learning outcomes.

Program Objectives

Students will be prepared for careers as managers and leaders in public service if they are able to meet the following objectives.

1. Students can demonstrate knowledge and comprehension of the NASPAA Curriculum Components.

2. Students can demonstrate the ability to communicate effectively in writing.

3. Students can demonstrate the ability to communicate effectively orally.

4. Students can demonstrate the ability to see patterns and classify information, concepts and theories in public policy and administration.

5. Students can demonstrate the ability to use reasoned arguments to judge evidence in public policy and management.

The mission statement is divided into two components. The first component is succinct and provides the overall easy-to-remember overarching statement – *to prepare students for careers as managers and leaders in public service*. It also identifies how the program prepares students for these careers. The second component recognizes specific characteristics that distinguish the program as unique (provide students and alumni with professional networking opportunities, integrate theoretical and applied approaches) or specifies values (ethics, rich and frequent contact between faculty and students).

The five objectives developed above flow from the first part of the mission statement and are used in the direct assessment of student learning. The second section of the mission statement is disaggregated into mission elements and is tied to indirect assessment mechanisms such as employer, student and alumni surveys.

The students of the MPA program are primarily (74%) part-time students in that they are employed full or part time. The majority of students live and work in Austin. Aside from Internet classes, core classes are offered in the late afternoon or evening. On the surface it would appear that the MPA Program competes with two MPA Programs in Central Texas (The University of Texas at San Antonio and The University of Texas at Austin's LBJ School of Public Affairs). However, we draw a few students from north San Antonio and do not compete with the UT San Antonio. Since Austin is our primary source of students the LBJ School is our nearest competitor. Fortunately, the LBJ School has a very different mission (policy orientation and pre-service students). The two programs complement each other.

Program's Environment
We also count among our strengths a committed faculty that appreciates diversity and expects excellence. The Program is served by a strong curriculum that has immediate meaning and applicability to our in-service students. Another source of strength is our close professional ties with students and alumni. We do this through the MPA Advisory Council, which has been in continuous existence since 1989 and the Central Texas Chapter of the American Society for Public Administration (CenTex ASPA). Both

organizations are composed of alumni and students and sometimes jointly sponsor program events (e.g., mentoring mixers). Finally the program takes advantage of internal grants that allow regular instructional technology upgrade.

Our faculty have recently been recognized nationally (Howard Balanoff – ASPA's Van Riper Award; Dianne Rahm – Policy Studies organization's Aaron Wildavsky Book Award and Pat Shields – *Public Administration Review*'s Lavern Burchfield Award and NASPAA's excellence in teaching award) and regionally (CenTex ASPA teaching, service or lifetime achievement awards – Kay Hofer, Hassan Tajalli, Charles Garofalo, Howard Balanoff, Pat Shields).

The MPA Program benefits from the new Bachelors of Public Administration offered by the Political Science Department. The program has strong enrollment, and interest in the MPA Program is high among BPA Majors.

The Hobby Center for Public Service and the Certified Public Management Program give the program statewide exposure. Dr. Balanoff has an endowed chair through the Hobby Center. The Hobby Center supports the MPA program by providing additional discretionary money to the MPA Director. The money has been used to fund student travel to conferences, scholarships, as well as some faculty travel. A few Certified Public Management Program students have gone on to enroll in the MPA Program. The MPA Program also benefits from the journal *Armed Forces & Society* that Pat Shields edits at Texas State. The journal gives the program exposure both inside and outside the university. In addition, it has funded MPA student editorial assistants and defrayed travel expenses. Drs. Balanoff and Tajalli offer opportunities for students to study abroad. Students have traveled and studied public administration in Spain, Latvia, Mexico and France.

The crystal clear, unique San Marcos River originates on the Texas State campus. Texas State emphasizes its commitment to water and environmental concerns through a strong aquatic biology program and a highly rated geography department with an environmental emphasis. The MPA Program draws on this tradition with a strong urban and environmental planning career support area. Two of our new hires (Drs. Rahm and Brown) emphasize this in their research. Dr. Rahm has developed an Environmental Policy class and is serving on dissertation committees for students in Geography and Aquatic Resources with an environmental policy component.

The MPA Program has a rare combination of academic excellence and transparency. One claim to academic excellence comes from the five national awards (Pi Alpha Alpha award for the best student manuscript) and 20 local (CenTex ASPA) awards for excellence in student research. Student Applied Research Projects are posted to the Texas State institutional repository and can be accessed at http://ecommons.txstate.edu/arp/. These papers are cited in journal articles (*Applied Psychology in Criminal Justice*) and policy foundation reports (Texas Public Policy Foundation). They are also posted to web sites (NASPAA, Inter-University Seminar on Armed Forces and Society, Texas

Legislative Reference Library) and are downloaded at a rate of approximately 60,000 a year both inside and outside the United States.

The MPA Program is also able to recruit and retain quality minority students. Although it varies by semester, approximately 45 percent of our student body are either Hispanic (30%) or African American (15%). Two of the Pi Alpha Alpha honor society best paper winners were Hispanic females. We engage students and alumni in lifelong learning through our Advisory Council, CenTex ASPA and the Certified Public Managers Program. Our program is balanced emphasizing both qualitative and quantitative skills and of integrating theoretical knowledge and applied skills. Finally, our program is distinctive for its emphasis on ethics. Dr. Garofalo has written widely on ethics and is recognized internationally for this expertise.

The Oral Examination has been a source of many innovations. Originally the student defended their Applied Research Project in an oral exam that included a three-person MPA faculty committee. Subsequently, we have added practitioners to the oral exam committee. Practitioners (often alumni) usually have an expertise associated with the student's topic. In addition, we try to find minority practitioners to match with minority students. This enables a rich opportunity for mentoring. Finally many oral exams are scheduled in state, city and county meeting rooms. We believe that this practice demonstrates the broader public administration community's support for our efforts. We also collect assessment data immediately after the oral exam (see discussion Standard 2.2).

The weak economy and tight State of Texas budget may prove problematic in the future. Seven of our 10 faculty nucleus are over 55 years old. We have succession planning concerns.

Student financial aid and scholarship opportunities are limited. Texas Sate has authorized several new masters' degrees in related fields (Criminal Justice, Legal Studies, Health Resources Research, Applied Sociology, Social Work etc.) There is, thus, more internal competition for policy or administration related students. The administrative assistant that serves the MPA program's workload is very heavy. She is also responsible for the MA in Political Science program, schedules the undergraduate advisor's appointments and supports faculty searches. The growth in the MPA Program and the MA in Political Science has made her job more challenging. During the summer of the self-study year a graduate student was used to assist in data collection and assisting Dr. Shields where needed.

C. MISSION PROCESS
In January of 1998, the MPA Program held a day long Mission Retreat. At that time a Mission Statement was developed. During the morning session, a diverse group of external constituency brainstormed about the program's place in the community and what its graduates should be able to accomplish and contribute to the public service. The competencies, knowledge and skills we should expect of a MPA graduate were discussed. A trained facilitator led the event, and the faculty mostly listened. One of the participants

(Director of Strategic Planning for the Texas Rehabilitation Commission) suggested we develop a short easy-to-remember one sentence opening line to our mission statement. This is the rationale behind "*The MPA Program's mission is to prepare students for career as managers and leaders in the public service"* (the first sentence of our mission statement).

In the afternoon session the faculty processed the morning discussion, and with the help of a facilitator developed an initial mission statement. The mission statement was further refined at a subsequent faculty meeting and later brought before the MPA Advisory Council. The consensus of the faculty is that the 1998 mission statement has served us well. The program has, however, revisited the mission statement periodically.

In the most recent example the program held a mini-retreat with the MPA Advisory Council (Fall 2008 meeting). At that meeting, contemporary trends in public administration were discussed as well as the vision of the program. At a subsequent faculty meeting a revised mission statement was crafted taking into account the Advisory Council's comments. The new mission statement deletes reference to a regional focus, emphasizes student research and incorporated a set of objectives consistent with our mission and student learning outcomes.

D. **VARIATIONS FROM STANDARDS:** There are no deviations from the standards based on our mission statement.

2.2 Assessment

The program shall assess its students' performance and the accomplishment of its objectives. Assessment procedures and measures may take any form appropriate to the program and its circumstances, but each program shall develop and use procedures for determining how well it carries out its mission.

The MPA program uses a variety of direct and indirect methods of assessing the program. The formal direct method assesses student learning outcomes using the capstone projects hereafter referred to as the Applied Research Project (ARP). Formal, indirect assessment methods include an alumni survey, student survey, employer survey, exit interview, exit survey, and teacher evaluation. Informal indirect assessment methods include faculty and advisory council meetings.

Direct Assessment Procedures
The MPA program has developed its formal student learning outcomes assessment process using five outcomes each of which is evaluated using two methods. The outcomes are tied to the mission statement through the objectives. The outcomes and methodology are described below. See Appendix A for more complete information on student learning outcomes assessment.

Outcome 1: **Curriculum Knowledge**
Students will demonstrate knowledge and comprehension of the eleven curriculum components specified in the NASPAA's accreditation standards. The curriculum standards include 1) Human Resource Management; 2) Budgeting or Financial Management; 3) Information Management/Technology applications; 4) Policy and Program Formation; 5) Program Implementation/Evaluation; 6) Decision-Making; 7) Problem-Solving; 8) Political/Legal Institutions and Processes; 9) Economic/Social Institutions and Processes; 10) Organization/Management Concepts; 11) Ethics. The reviewers will strongly agree or agree that 80 percent of the student papers demonstrated knowledge and comprehension of at least 8 of the NASPAA curriculum standards.

Method 1
External Review: This method uses both the Applied Research Project (ARP) and the oral examination where the paper is defended. The ARP is completed over a semester and is an empirical research project dealing with a significant public administration or public policy problem. The papers are generally 60 to 100 pages. The external reviewer is part of an oral exam committee. The committee, which is composed of two faculty and the external reviewer, receive the applied research project one week before the oral exam. At the completion of the oral exam the external reviewer is asked to evaluate the student's knowledge and comprehension of each of the curriculum standards using a rubric.

Method 2
Faculty Review: This method uses the ARP and the oral examination where the paper is defended. At the completion of the oral exam the faculty reviewers are asked to evaluate the students' knowledge and comprehension of each of the curriculum standards using an evaluation rubric.

Outcome 2: Writing
Students will demonstrate the ability to communicate effectively in writing.

Method 1
External Review: The student's writing is assessed using a pre-test post-test methodology. This methodology demonstrates the value added of the MPA Program with respect to the student's writing ability. The pre-test writing sample is collected from Political Science 5321 (Introduction to Public Policy and Administration). The writing samples are sent to external reviewers who are practicing public administrators who have previously evaluated Applied Research Projects. The external reviewers use an evaluation rubric to assess the clarity and grammar of the writing sample. The post-test is performed using the Applied Research Project. Again the external reviewers read the paper and fill out an evaluation grid with questions identical to the pre-test. The pre-test and post-test data are collected and compared. The target is a statistically significant improvement in writing clarity and use of grammar from pre-test to post-test.

Method 2
Faculty Review: This method uses both the ARP and the oral examination. The faculty reviewers use an evaluation rubric to assess the clarity, grammar and use of bibliographic references in the ARP. The target is that 80% of the papers will be rated as either meets or exceeds standards.

Outcome 3: Oral Communication
Students will demonstrate the ability to communicate effectively orally. The reviewers will rate the oral presentation as meets or exceeds expectations on all criteria for 80% of the presentations.

Method 1
External Review: This method uses the ARP and the oral examination where the paper is defended. The students present their study and are questioned about their research papers over the course of the oral examination. After the oral exam is complete the external reviewer uses an evaluation rubric to assess the student's ability to speak clearly (organization and professional delivery and content mastery).

Method 2
Faculty Review: This method uses the ARP and oral examination. After the oral exam is complete each faculty member uses an evaluation rubric to assess the student's ability to communicate clearly.

Outcome 4: Analysis (critical thinking)
Students will demonstrate the ability to see patterns and classify information, concepts, and theories in public policy and administration.

Method 1
External Review: The student's ability to see patterns and classify information, concepts, and theories in public policy and administration is assessed using a pre-test post-test methodology. The methodology is similar to outcome two (writing) method one.

Method 2
Faculty Review: This method uses the ARP and the oral examination where the paper is defended. At the completion of the oral exam each faculty reviewer is asked to evaluate the students' ability to see patterns and classify information, concepts, and theories in public policy and administration. The evaluation instrument does this by asking about the students' ability to combine the research purpose, conceptual framework, methodology and results sections in a way that achieves a unified whole.

Outcome 5: Evaluation (critical thinking)
Students will demonstrate the ability to use reasoned arguments to judge evidence in public policy and public management.

Method 1:

External Review: The student's ability to use reasoned arguments to judge evidence in public policy and public management is assessed using a pre-test post-test methodology. The methodology is similar to outcome two (writing) method one.

Method 2:

Faculty Review: This method uses the ARP and the oral examination where the paper is defended. At the completion of the oral exam each faculty reviewer is asked to evaluate the students' ability to use reasoned arguments to judge evidence in public policy and public management. Table 2.1 summarizes the direct assessment methods used to gage student learning outcomes. See Appendix A for the complete report and results of the assessment.

Table 2.1 Summary of Assessment Methods using Student Learning Outcomes

Objectives Students will demonstrate:	Method 1	Criteria Method 1	Method 2	Criteria Method 2
1. Knowledge and comprehension of the NASPAA eleven curriculum components standard	External review using rubric	Reviewers will strongly agree or agree that 80 percent of the student papers demonstrated knowledge and comprehension of at least 8 of the NASPAA curriculum standards	Faculty review using rubric	Faculty will strongly agree or agree that 80 percent of the student papers demonstrated knowledge and comprehension of at least 8 of the NASPAA curriculum standards
2. Ability to communicate effectively in writing	External review pretest posttest analysis	Statistically significant improvement in writing clarity and use of grammar	Faculty review using rubric	80% of the papers will be rated as either meets or exceeds standards for writing
3. Ability to communicate effectively orally	External review using rubric	Oral presentation meets or exceeds standards for 80% of the presentations	Faculty review using rubric	80% of oral presentations meets or exceeds standards
4. (Analysis) Ability to see patterns and classify information, concepts, and theories in public policy and administration	External review pretest posttest analysis	Statistically significant improvement in the students' ability to see patterns and classify information, concepts, and theories in public policy and administration	Faculty review using rubric	80% of the papers meet or exceeds standards for analysis
5. (Evaluation) Ability to use reasoned arguments to judge evidence in public policy/management	External review pretest posttest analysis	Statistically significant improvement in students ability to use reasoned arguments to judge evidence in public policy/management	Faculty review using rubric	80% of the papers meet or exceeds standards for evaluation

Indirect Assessment Procedures

Linking Assessment to Mission statement
The second part of the mission statement is disaggregated into 14 mission statement element statements. The mission statement elements are used as the springboard for the collection of assessment data. Assessment mechanisms (alumni, student, employer surveys, etc.) are linked to program elements. Mission statement elements and NASPAA standards are used to construct survey instruments. For example the exit survey, alumni survey and employer survey drew directly from the mission statement elements to construct at least some of the questionnaire items. The 14 mission statement element statements and their connection to assessment mechanisms are summarized in Table 2.2. Assessment activities discussed in subsequent sections are linked to the mission statement through the unique number assigned each mission statement element.

Table 2.2 Linking Mission to Assessment

Mission statement element	Assessment method
The Program is distinguished by:	
1. emphasizing the central role of ethics in public service	• Interview at Oral Exam • Employer survey • Exit survey • Alumni Survey • Student Survey
2. outstanding student research	• Student Survey • Ecommons downloads • Alumni Survey • Exit interview • Awards
3. reinforcing the use of technology in management	• Interview at Oral Exam • Exit Survey • Student Survey • Alumni Survey
4. providing professional and educational opportunity to a diverse student body	• Exit survey • Review of student body diversity statistics • Student Survey
5. delivering classes at convenient times and locations	• Alumni Survey • Student Survey • Schedule of Classes • Interview at Oral Exam
6. offering a variety of career support areas	• Curriculum review • Interview at Oral Exam

7. enabling rich and frequent contacts between students and faculty	• Alumni Survey • Student Survey • Interview at Oral Exam • Exit survey
8. providing students with professional networking opportunities	• Alumni Survey • Student Survey • Review of CenTex and Advisory Council activities • Exit survey • Practitioner on Oral exam committee
9. providing alumni with professional networking opportunities	• Alumni Survey • Review of CenTex and Advisory Council activities
10. focusing on continuing professional development	• Alumni Survey • Interview at Oral Exam • Review of CenTex activities • Exit Survey • Student Survey
11. emphasizing management in political institutions and processes	• Exit Survey • Interview at Oral Exam • Employer survey
12. integrating theoretical and applied approaches to public management	• Alumni Survey • Student Survey • Interview at Oral Exam • Exit Survey • Employer Survey
13. **Prepare students as managers in the public service***	• Alumni survey • Student Survey • Interview at Oral Exam • Exit Survey • Employer survey
14. **Prepare students as leaders in the public service***	• Alumni Survey • Student Survey • Exit Survey • Interview at Oral Exam • Employer Survey

* Refers to the first focused sentence of the mission statement.

Teacher/Course Evaluations
Toward the end of each semester, course evaluations are distributed to students in all classes. The evaluations along with a summary statement, are returned to the faculty member each semester.

Alumni Survey
In the fall of 2008, an alumni survey was developed. The Texas State Office of Institutional Research created a web version, which was distributed via the alumni list serve. Find the survey instrument at
https://secure.its.txstate.edu/ir/irsurveys/vpaa/la/polisci/mpa/alumni.html . Also see Appendix E.

Student Survey
In the spring of 2009, a student survey was developed. The Texas State Office of Institutional Research created a web version, which was distributed via the student list serve. Find the survey instrument at
https://secure.its.txstate.edu/ir/irsurveys/vpaa/la/polisci/mpa/student_survey.html . Also see Appendix F.

Employer Survey
In the spring of 2009, an employer survey that measured the reputation of the Texas State MPA Program was developed. The Texas State Office of Institutional Research created a web version, which was distributed to employers knowledgeable about the MPA Program. Find the survey instrument at
https://secure.its.txstate.edu/ir/irsurveys/vpaa/la/polisci/mpa/employer_survey.html . Also see Appendix G.

Annual Faculty Review
At the end of each calendar year faculty prepare a document that highlights their goals for the year and accomplishments for the past year. In addition, last years goals are compared with current accomplishments. Service, teaching and scholarship are the categories used for the assessment. This document stimulates professional self-assessment and reflection. Upon completion, faculty meet with the Chair of the Political Science Department. The discussion during the meeting amounts to an informal, formative assessment. At that time teaching evaluations are discussed. Likewise, progress reaching scholarship goals is examined. Discussions are frank.

Interview at Oral Exam
At the conclusion of the oral examination students are asked to give their honest impression of the program. At present, the committee asks the student to identify strengths and ways to improve the program.

MPA Program Exit Survey
After the oral exam the students are asked to complete an exit survey. The survey asked specific questions about the curriculum, how the MPA Program contributed to their knowledge and skills. In addition several questions are specifically tied to the mission statement elements. Open-ended questions are also included. See Appendix C and D for more information.

MPA Advisory Council
The MPA Advisory Council has been active for 20 years. The Council is composed of 19 practitioners and five students. Most of the professional members are alumni. Faculty, also attend the three annual Saturday morning meetings. The Advisory Council provides both formal and informal feedback to the faculty. See Appendix J for more information on the Advisory Council.

Faculty Meetings
Faculty make program decisions regarding curriculum or mission statement changes taking into account Advisory Council opinions and assessment data (direct and indirect) during faculty meetings. While debate is sometimes intense, decisions are generally reached by consensus. Individual faculty members are also encouraged to bring any concern to faculty meetings for consideration.

Assessment Using the Literature on Masters Education
Finally, we assess our program using the literature on master's education. In *Silent Success: Master's Education in the United States*, Clifton Conrad, Jennifer Haworth and Susan Miller[1] identified 14 characteristics of "high-quality" masters programs.

Culture
- unity of purpose among program participants;
- supportive learning environment

Planned Learning Experience
- core course work;
- immersion;
- doing centered learning;
- individualization;
- tangible product;
- out-of-class activities

Resources
- institutional support;
- departmental support

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[1] Conrad, C., Haworth, J. and Miller, S. *Silent Success: Master's Education in the United States*, Baltimore: Johns Hopkins University Press, 1993. The material for this section came from Chapter 10 "Attributes of High-Quality master's Experiences" pp. 295-313.

Leadership and the Human Dimension
- faculty involvement;
- faculty with non-university workplace experience;
- committed students with diverse backgrounds and experiences
- program leadership.

See Appendix B for the results of the assessment using Conrad, Haworth and Miller's criteria..

2.3 Guiding Performance

The program shall use information about its performance in directing and revising program objectives, strategies, and operations.

A. Guiding Performance
Using the assessment procedures discussed in Standard 2.2 the program engages in continuous collection of mission driven assessment data as well as deliberative, open, procedures that enable analysis and interpretation of the data. Program changes emerge from these processes.

B. Program Changes as a Result of Assessment

- As a result of alumni survey feedback about the importance of oral presentations, the faculty developed a common rubric to be used to grade all class presentations.

- As a result of student feedback from exit interviews, the faculty decided to make the eligible electives for the general public administration career support area more flexible. On a case-by-case basis, students may petition to have non-political science classes accepted as electives. Courses in sociology and education dealing with grants administration have been accepted as electives. Discretion for this decision was left to the program director.

- As a result of student feedback in the student survey, students are given more information about the applied research projects. New and prospective students are encouraged to go to the ARP web site and read several papers. http://ecommons.txstate.edu/arp/

- In response to a previous assessment of the internship program, an internship notebook was developed. Students can purchase the notebook at the bookstore ($15). A web syllabus was also developed. All information about the internship including expectations, forms, logs, assigned research paper is contained in the notebook. The student brings the notebook to interim meetings with the instructor, and the notebook is handed in at the end of the semester. This system encourages consistency given the small number of students that enroll in the internship (POSI

16

5370) each year.

- In response to the need to encourage diversity among students and serve Central Texas, we developed a Committee Admission Process for applicants whose performance is below but near admission standards. This process allows for greater input from the applicant and the faculty.

- In response to Advisory Council assessment, the student orientation format was changed.

- In response to program growth, the MPA course rotation was expanded. All core courses are offered at least three times a year.

- In response to student feedback that students felt unprepared for the Applied Research Project, POSI 5321 Introduction to Public Policy and Administration introduces the notebook method for writing papers and requires a policy history paper.

- Analysis of student learning outcomes data revealed how well students performed (writing, analysis and evaluation) at the end of the program. The data did not reveal the value added of the program. To do this, writing samples were collected in POSI 5321 (Introduction to Public Policy and Administration). The sample became part of the pre-test methodology in the next round of assessment.

- In response to a student failing the oral exam, a failure policy was developed. http://uweb.txstate.edu/%7Eps07/fail.htm

- In response to student feedback that core courses do not adequately prepare them to do the ARP, the faculty will implement a course by course review starting Fall 2009.

- As a result of a recent alumni survey, which revealed former students would have liked additional training in presentation skills, faculty will emphasize the importance of presentation skills in the syllabus. They will identify resource materials that students can use to improve presentation skills. In the course-by-course review, the use of presentations will be discussed. At least one course will be identified where the student presentations will be videotaped. Videotaping of presentations puts a new kind of expectation on the student. We expect the students to respond to the assignment by increasing their efforts. Students will review their videotapes and receive faculty assessment and recommendations for improvement.

- (Analysis) Exit surveys reveal that students often feel ill prepared for the analytical demands of POSI 5335 Problems in Research Methodology (the class that prepares students for the ARP) and the Applied Research Project. At the same time, exit surveys reveal that students find the POSI 5335/Applied Research

Project among the most valuable in the program. Analysis is a type of critical thinking identified by Benjamin Bloom that deals with a person's ability to see patterns and classify information, concepts and theories. The much lower analytical scores (in the program learning outcomes) among the POSI 5321 students reaffirm the exit survey observation. In order to address this gap in analytical ability, next year the program will begin a systematic review of each core course to see if it can better integrate analysis into the curriculum. In the meantime, faculty will emphasize the importance of analysis (seeing patterns and classifying information, concepts, and theories in public policy and administration) on their syllabi and will grade students in part based on demonstration of analytical ability. Students will be given more assignments that emphasize analytical skills. For example, in POSI 5321 (Introduction to Public Policy and Administration) students will do a critical analysis of articles assigned as reading. Also, students will be asked to review Applied Research Projects and make comments on the strengths and weaknesses of the conceptual framework used.

- (Evaluation) In addition, exit surveys reveal that students often feel ill prepared for the evaluative demands of the POSI 5335 Problems in Research Methodology (the class that prepares students for the ARP) and the Applied Research Project. Evaluation is a type of critical thinking identified by Benjamin Bloom that deals with a person's ability to use reasoned arguments to judge evidence. The much lower evaluation scores among the POSI 5321 students reaffirm the exit survey's findings. In order to address this gap the program has agreed to begin a systematic review of each core course to see if it can better integrate evaluation into the curriculum. The faculty student learning outcomes assessment revealed that students were relatively weak in the results chapter. Faculty will emphasize the importance of evaluation (ability to use reasoned arguments to judge evidence in public policy and administration) on their syllabi and will grade students, in part, based on demonstration of evaluative ability. Students will be given more assignments that emphasize evaluation skills. For example, in courses that emphasize quantitative methods POSI 5303, POSI 5334, POSI 5343 students will be required to do exercises that give them training in organizing and interpreting statistical results. Also, students will be asked to review Applied Research Projects and make comments on the strengths and weaknesses of the results chapters.

- As a result of the student learning outcomes writing assessment, the faculty decided to emphasize the importance of grammar and punctuation in their syllabus. When students with a writing deficiency are identified, faculty will advise them to get assistance from the Department of English's Writing Center.

- In response to student feedback (exit interviews & survey), trends in Public Administration and Advisory Council feedback about growth in the non-profit sector, two new courses were added to the MPA elective venue. They are POSI 5336A Alternative Public Service Delivery Systems: Privatization and the Third

Sector and POSI 5336B Ensuring Public Sector Performance and Deterring /Detecting Fraud.

- In response to global trends, Texas State commitment to water research and policy, increased student interest in the Urban and Environmental Planning career support area, a new environmental policy course was proposed. It is awaiting the review of the Provost.

Standard 3.0 PROGRAM JURISDICTION

The MPA program is part of the Political Science Department, which is part of the College of Liberal Arts. The MPA Program faculty and program director have primary responsibility for program decisions (curriculum, class schedules, hiring, admission, assessment etc.). We draw upon Political Science to inform our program. We make this connection explicit in our mission statement. The program is distinguished by "emphasizing management in political institutions and processes." Evidence from the student survey show that 82% of the students agree or strongly agree that the program emphasized management in the context of political institutions and processes.

3.1 Administrative Organization

Effective public policy and public administrations programs may exist in several forms – sometimes as an autonomous department or school, sometimes as an accountable portion of some larger unit such as a school of administration or a department of political science. Within the framework of university organization, responsibility for the professional masters degree program in public affairs and administration should rest with an identifiable component of faculty and an administrative organization capable of conducting the program effectively. Recognizing wide variation in university structures, the intent is to achieve an appropriate focus of attention, direction, and accountability for the program without prescribing any particular form of organization.

The Department of Political Science at Texas State houses the Master of Public Administration program. A Director who reports to the Chair of the Department directs the program. The Chair reports to the Dean of the College of Liberal Arts, who reports to the Provost and President. Texas State's administrative structure with regard to the MPA program is as follows:

President
Dr. Denise M. Trauth
Provost
Dr. Perry Moore
Dean, College of Liberal Arts
Dr. Ann Marie Ellis
Departments in Liberal Arts
Anthropology
English
Geography and Planning
History
International Studies
Modern Languages
Philosophy
Political Science
Psychology
Sociology
Chair, Department of Political Science
Dr. Vicki Brittain
Director, Master of Public Administration
Dr. Patricia Shields

3.2 Recognized Program

There is a public affairs and administration program with identifiable faculty membership, whose primary responsibility for the program is recognized at the next highest level of university organization.

The following represents the internal organization of the Master of Public Administration program:

Chair
Dr. Vicki Brittain

Director, MPA Program
Dr. Patricia M. Shields

Full-Time MPA Faculty
Dr. Howard Balanoff
Dr. Christopher Brown
Dr. Charles Garofalo
Dr. Martha Kay Hofer
Dr. Thomas Longoria
Dr. Nandhini Rangarajan
Dr. Dianne Rahm
Dr. Hassan Tajalli
Dr. George Weinberger

The MPA program relates to a number of campus units, especially the Graduate College. The Graduate College processes student applications, grants requests for course variances, and certifies completion of graduation requirements. The program has a close association with the other departmental master's programs. The International Relations and Legal and Judicial Administration career support areas draw from courses offered through the Political Science MA programs. The MPA program, enjoys collaborative relationships with the several departments that participate in its career support areas (Criminal Justice, Sociology, Geography and Health Administration).

3.3 Program Administration
Responsibility for program administration is assigned to a dean, chairperson, director or other single administrator who is appointed after appropriate consultation with program faculty.

Patricia Shields, Director of the MPA program, is responsible for its administration. The MPA faculty is closely consulted on appointment of the director.

3.4 Scope of influence

Within the framework of organization and process peculiar to the institution, the public affairs and administration faculty and/or administrator exercises initiative, and substantial determining influence with respect to: general program policy and planning; degree requirements; new courses and curriculum changes; admissions; certification of degree candidates; course scheduling and teaching assignments; use of financial and other resources; appointment, promotion, and tenuring of program faculty.

A. General Program Policy and Planning
Most MPA Program policy and planning takes place during faculty meetings (in person and electronic) chaired by the program director. The faculty have substantial influence over all dimensions of program policy and planning. Major changes to the program such as reconfiguration of career support areas or addition of a course go through an approval process that begins with the MPA Program faculty. The Department of Political Science, College of Liberal Arts and Graduate College are also involved in major program changes. Over the last 15 years, every major program change suggested by the faculty has been approved at subsequent stages. Responsibility for mission statement development and program assessment rests with the MPA faculty often in consultation of the advisory council.

B. Degree Requirements
A substantial change in the degree requirements (i.e., change in the number of hours) would begin with the MPA faculty. The eventual approval process would include the Department of Political Science, department chair, the Liberal Arts Curriculum Committee, the Dean of Liberal Arts, the University Curriculum Committee, the Provost, Board of Regents and the Texas Higher Education Coordinating Board.

C. New Course and Curriculum Changes
A new course or minor curriculum change includes an approval process that begins with the MPA faculty. The university approval process subsequently includes the Department of Political Science faculty, the Chair of Political Science, the Liberal Arts Curriculum Committee, the Liberal Arts Dean and the University Curriculum Committee. The MPA Program has been successful in its attempts to add courses to the curriculum.

D. Admissions
The MPA Director is responsible for regular admissions. The initial application begins at the Graduate College. When all of the admission materials have been

collected (transcripts, GRE score etc.), the Graduate College forwards the material to the MPA Program for the director's review. After the director approves admission the file goes to the Graduate College for final approval. If the applicant fails to meet the regular admission requirements they can petition for conditional admission. The petition usually begins as a meeting with the director. The applicant generally supplies additional materials (letters of recommendation, record of additional education etc.). After reviewing the materials, the director submits an admission justification packet for faculty review. A faculty committee examines the material and signs off if they agree. The director then makes a recommendation for conditional admission specifying the conditions. The packet is then forwarded to the Dean of the Graduate College for review.

E. Certification of Degree Candidates
When a student is admitted they are given a degree audit that specifies the classes needed to graduate. The director and student approve the degree audit. When the student has completed all of the courses in the audit and passed their oral exam, a representative from the Graduate College reviews the paperwork to ensure the student has fulfilled all the requirements.

F. Course Scheduling and Teaching Assignments
Several years ago the MPA faculty devised a "MPA Program Course Rotation." The course rotation shows which semester and which location all MPA courses will be offered for a two-year period. It is published in the Student Handbook and posted to the MPA Program website. The rotation is used to develop the schedule and teaching assignments. Within the constraints of the course rotation, faculty request courses. The Chair of the Political Science Department does the actual scheduling of classes. There are usually 2-4 draft schedules, which are reviewed by all faculty and the Program Director. The Chair usually accommodates suggested changes as long as the course rotation is maintained. The faculty is responsible to update the course rotation taking into account program trends.

G. Use of Financial and Other Resources
The MPA Program has a separate account that funds maintenance and operations. The account funds MPA Program travel, copying, support staff, student workers and other supplies. The MPA Program also has a discretionary account that funds lunches for faculty meetings and other events. The Program Director and faculty have substantial determining influence over use of these funds.

H. Appointment, Promotion and Tenuring of Program Faculty
The MPA Program faculty and director have a significant role in the appointment, promotion and tenuring of program faculty. MPA faculty always chair MPA faculty search committees and are a majority of the search committee. The recommendations of the search committee are take to the full departmental personnel committee membership. To date, the departmental personnel committee has supported search committee recommendations. When an MPA faculty member is being considered for tenure or promotion, the MPA senior

faculty meet as a working group to consider the candidate's credentials. The MPA working group presents their recommendation to the departmental personnel committee. The MPA Program contributes eight faculty to the 20-person Personnel Committee. To date, the Personnel Committee has followed the recommendations of the MPA faculty working group. Hence, the MPA faculty has substantial determining influence over appointments, promotion and tenuring of program faculty.

STANDARD 4.0 CURRICULUM

4.1 Purpose of the Curriculum

The purpose of the curriculum shall be to prepare students for professional leadership in public service.

Both alumni (fall 2008) and student surveys (spring 2009) indicate the program is preparing them for leadership in public service. 88% of Alumni rate the program as excellent (59%) or good (29%) in preparing them "to be a leader in public service." 89% of the students strongly agreed (45%) or agreed (44%) that the program prepared them for leadership in public service.

The curriculum is linked to both our program mission statement and philosophy statement. Several specific phrases in the mission statement link to the curriculum. The MPA Program "prepares students for careers as managers and leaders in the public service … through course work … professional development opportunities … applied research projects." The program is also distinguished by "offering a variety of career support areas" and by "delivering classes at convenient times and locations." Each of the mission statement elements referred to above are part of a larger organic mission statement developed in close consultation with a committed, engaged advisory council that includes students, alumni, and employers. The surveys used in assessment had items linked to most mission elements and learning outcomes such as NASPAA core curriculum competencies, writing, oral presentations, analysis and evaluation in public administration.

All of the program objectives are linked to the curriculum. According to the program objectives students will demonstrate: (1) knowledge and comprehension of the NASPAA required curriculum components; (2) effective writing; (3) effective oral communication; (4) the ability to analyze public administration and policy (analysis); (5) the ability to evaluate public administration and policy arguments and evidence (evaluation).

It should be noted that we use Benjamin Bloom's[2] taxonomy of the cognitive domain to develop these objectives. We also incorporated Limbach and Waugh's[3] insights on how to apply Bloom's ideas in the educational setting. Knowledge and comprehension are the first two elements identified by Bloom. We apply these to the curriculum broadly through the NASPAA curriculum components program objective.

Bloom also identified analysis (the ability to see patterns and classify information, concepts and theories) and evaluation (the ability to use reasoned arguments to judge evidence) as types of critical thinking. The MPA program stresses analysis and evaluation in all courses – with particular emphasis in the Applied Research Project.

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[2] Bloom B. S. (1956). *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain.* New York: David McKay Co Inc.
[3] Limbach, Barbara J. and Wendy L. Waugh. (2005). Questioning the lecture format. *The NEA Higher Education Journal.* Fall: 47-56.

There is evidence the program is successful. The results of the external reviewers' assessment of student learning outcomes show a statistically significant improvement in both analysis and evaluation over the course of the program. Faculty assessment of student learning outcomes also supports the conclusion that the students leave the program with analytical and evaluative critical thinking abilities. The faculty found 93% of the Applied Research Projects met or exceeded analytical standards. Evaluative abilities were assessed in the literature review and results chapter. 95% of the literature review material and 91% of the results chapter met or exceeded standards for evaluation. See Appendix A for more information.

The program believes that successful managers and leaders in public service are good communicators. Hence the program emphasizes writing and oral communication. Writing is particularly emphasized in the Applied Research Project. The external reviewers found significant improvement in writing over the course of the program.

As the Program Philosophy statement notes it is "our job to help students realize their full potential in the context of public administration and management." Both exit interviews and student and alumni survey data reveal an accessible faculty that is in touch with students and thus able to help students realize their full potential. In addition, our capstone two-course sequence (POSI 5335 & 5397) provides a unique opportunity for students to "realize their full potential in the context of public administration and management." This process connects students with a real world public administration problem. During the two-course sequence students are expected to define a problem, conduct research in the topic area, develop a research design, collect and analyze data and make policy or program recommendations. This is where the student demonstrates their ability to "integrate theoretical and applied approaches to management." The Applied Research Projects document a summative experience, and the quality of the final projects reflects the quality of the curriculum. Thus the most rigorous assessment activities link to the applied research projects. (See Appendix A for a complete set of student learning outcomes results.)

4.2 Curriculum Components

The curriculum components are designed to produce professionals capable of intelligent, creative analysis and communication, and action in public service. Courses taken to fulfill the common curriculum components shall be primarily for graduate students. Both the common and the additional curriculum components need to be assessed as to their quality and consistency with the stated mission of the program.

A. Background Information:

1. **Credit System:** The semester credit system is used.

2. **Length of Term:** The Fall and Spring semesters are fifteen weeks in length. There also are two summer sessions of five and a half weeks (meet twice a week) in length or one summer

session of 11 weeks (meet once a week).

3. **Number of Terms:** There are two long semesters and one summer semester per year in which the MPA Program offers courses. The summer semester is divided into two components: (1) one 11 week semester and (2) two five and a half week semesters.

4. **Full-Time Status:** A full-time graduate student takes nine credit hours (three courses) per semester. Any student taking fewer than 9 credit hours is defined as part-time. The normal maximum for a graduate student is 15 credit hours per long semester or five courses. The full-time course load during each summer session is six hours.

5. **Time Limitation:** The MPA degree must be completed in six years.

6. **Class Contact Hours:** All graduate courses are 3 credits and every course requires a minimum of 45 contact hours.

7. **Numbering System:** The numbering system designates 1000 through 4999 as undergraduate courses; master's courses are at the 5000 level or above; doctoral courses are designated at the 7000 level.

B. Course Distribution:
The MPA degree is a 39-semester hour program consisting of a core of 30 hours including a three-hour, written applied research project and a nine-hour career support area (See Table 4.1). Students without previous statistics are required to take a statistics graduate background course (POSI 5303). Students without public service experience are required to take an internship (POSI 5370). Over half of the students take 42 hours to complete the MPA degree.

Table 4.1 Course Distribution

| COURSE LEVEL | COMMON CURRICULUM COMPONENTS | | ADDITIONAL CURRICULUM COMPONENTS | TOTAL |
	REQUIRED PREREQUISITES	REQUIRED GRADUATE		
Lower Division	0	0	0	0
Upper Division	0	0	0	0
Upper Division or Graduate	3	0	0	3
Exclusively Graduate	3	30	9	42
TOTAL	6	30	9	45

C. Capable Professionals
The entire curriculum stresses core knowledge and skills identified in the mission statement and objectives of the MPA Program. The combination of knowledge and skills is designed to produce capable public sector managers and professionals. Students who do not have public sector experience are required to gain capability by participation in a public service internship. These core curriculum components enhance the student's values, knowledge, ethics and skills to perform public service effectively.

D. Assessment and Guiding Performance
The common and additional curriculum components are assessed as to quality and consistency with the program mission statement and objectives through the assessment methods discussed in Standard 2.2.

MPA Exit Interview
After successfully passing the oral examination, each student is asked to give a candid assessment of the MPA program. Students are asked about the strengths of the program and how the MPA Program could be improved. Students generally cite the curriculum as a strength of the program. It is common for students to comment on the immediate applicability of the material covered in class to their jobs.

MPA Exit Survey

The exit survey is given to students after they have completed their oral exam. In order to enhance the response rate, we try to collect the surveys directly after the oral exam. Over a four-year period 94 surveys have been collected. The exit survey asks questions about how the MPA program contributed to the students' knowledge (mostly NASPAA curriculum components) and professional skills (e.g., writing, quantitative analysis, financial analysis, assessment, use of technology). In addition questions directly linked to the mission elements are included. Finally, the students are given open-ended questions and opportunity to share their thoughts on the about the strengths of the program, and how the program could be improved. The results of the survey suggest the graduates have had a meaningful experience where they saw significant growth in their professional knowledge and skills. For example:

- Almost 100% agreed or strongly agreed that the program had contributed to their knowledge of decision-making and problem solving, applied research and public management.
- Over 90% agreed or strongly agreed that the program contributed to their knowledge of organizations and the policy process.
- 85% strongly agreed that the program contributed to enhancing their writing skills (15% agreed for a total of 100%).
- Quantitative analysis, oral communication, presentation skills, project management and program evaluation all showed combined agree and strongly agree scores of over 90%.
- 94% agreed or strongly agreed that the program prepared them for careers as managers in public service (mission statement question).
- 98% agreed or strongly agreed that the program prepared them for a career as a leader in public service (mission statement question).
- 94% agreed or strongly agreed that the program emphasizes the central role of ethics in public service (mission statement question).

The comments revealed a set of students that were pleased with their experience. However, many suggested that they often felt unprepared for the rigors of the Applied Research Project process (particularly POSI 5335). They suggested that the program do more to communicate the expectations of the ARP along the way and many wanted to see material covered in POSI 5335 and the ARP introduced earlier in the program. See Appendices C and D for more information.

Alumni Survey

An alumni survey was administered in the fall of 2008. The web survey was sent using the Alumni list serve. Some142 alumni responded, and of these 70 alumni graduated between 2003 and the summer of 2008 responded (re-accreditation period). Overall alumni gave high marks for the MPA Program's ability to prepare them for the public service workplace. For example, 90% felt that the program did a "good" or "excellent" job of preparing students for management in public service. 88% of the alumni felt that the program provided "good" or "excellent" leadership preparation. There were several mission statement related curriculum questions on the survey. These were "links to

professional organizations," the "interaction with governmental organizations," and "emphasizing the role of ethics in public service." The overall results suggest that the MPA Program meets these objectives. For a complete report on the alumni survey see Margina Escobar's Applied Research Project. http://ecommons.txstate.edu/arp/286/. Also see Appendix E.

Student Survey
A student survey was administered in the spring semester of 2009. Ninety-one students responded to the survey. The results of the student survey were positive. For example, 98% (agreed and strongly agreed) that the program has a public service orientation. 94% agreed or strongly agree that the MPA program prepared them for careers as managers in public service. The students indicated that the program contributed to their understanding of NASPAA curriculum components. For example, 96% rated the program as excellent or good in organization and management concepts; 93% rated the program as excellent or good in policy and program formulation; 91% rated the program as excellent or good in political and legal institutions. The students also rated the program high in the development of skills such as writing, public speaking, evaluation, use of references in documentation and meeting the challenges of management in a diverse workforce. See Appendix F.

Employer Reputational Survey
An employer survey was administered in the Spring of 2009. Twenty eight employers who had experience with Texas State MPA graduates responded: 95% of employers agree or strongly agree that the Texas State MPA graduates they come in contact with demonstrate knowledge and comprehension of all the NASPAA required curriculum components. In addition, MPA graduates exhibit strong writing, oral communication, analytical abilities and evaluative abilities. They also understand and are able to meet the challenges of managing in a diverse workforce (99% of the employers strongly agreed or agreed with this statement). Finally, over 95% of the employers indicated graduates demonstrate ethical behavior and are able to work through ethical dilemmas. For a discussion of the sampling technique and an analysis of the employer survey results see Rosalinda Trevino Moore's Applied Research Project. http://ecommons.txstate.edu/arp/289/ . Also see Appendix G.

Student Learning Outcomes
For a discussion of student learning outcomes results see Standard 4.1 and Appendix A.

E. Graduate Classes
Courses taken to fulfill the common curriculum components are "primarily for graduate students." Undergraduates who have less than nine hours to complete their BA and who have been accepted to the MPA Program may take a graduate class for graduate credit. The graduate class will not count toward the BA. This is a rare occurrence.

F. Required Prerequisites:

There are no required undergraduate prerequisites.

4.21 Common Curriculum Components

The common curriculum components shall enhance the student's values, knowledge, and skills to act ethically and effectively: In the Management of Public Service Organizations, the components of which include: Human resources; Budgeting and financial processes; Information management technology application and policy.
_ In the Application of Quantitative and Qualitative Techniques of Analysis, the components of which include: Policy and program formulation, implementation and evaluation; Decision-making and problem-solving.
_ With an Understanding of the Public Policy and Organizational Environment, the components of which include: Political and legal institutions and processes; Economic and social institutions and processes; Organization and management concepts and behavior.

Diversity Across the Curriculum. Program activities must prepare students to work in and contribute to diverse workplaces and communities. Consequently, courses, curriculum materials, and other program activities should expose students to differences relating to social identity categories such as race, ethnicity, gender, class, nationality, religion, sexual orientation, disability, age, and veterans status.

These area requirements do not prescribe specific courses. Neither do they imply that equal time should be spent on each area or that courses must all be offered by the public affairs, public policy or public administration programs. Nor should they be interpreted in a manner that might impede the development of special strengths in each program.

A. Required Graduate Courses
(3 credits each)
POSI 5311 Public Finance Administration
POSI 5314 Organization Theory
POSI 5315 Problems in Public Personnel Administration
POSI 5318 Public Management and Ethics
POSI 5321 Introduction to Public Policy and Administration
POSI 5330 Problems in Public Law
POSI 5334 Problems in Quantitative Analysis
POSI 5335 Problems in Research Methodology
POSI 5397 Applied Research Project and
One course from:
POSI 5340 Problems in American Public Policy
POSI 5341 Seminar in the Policy Process
POSI 5343 Seminar in Program Evaluation

A total of thirty credit hours are required. These courses cannot be waived. Under rare conditions, up to two courses taken at another university may be substituted for a required course. Students are required to provide course descriptions from the official graduate catalogue; the Program Director and Graduate College evaluate the substitutability of the course. The core courses cover most components of the mission of the program. Course substitutions occur on occasion. The most common reason for course substitution is if a required course is cancelled

and the student is close to graduating. Under these conditions a student may take an independent study (POSI 5398 Directed Readings and Research) that covers the equivalent material under the direction of the faculty member responsible for the class. An independent study course form that documents the content of the class is retained in the student files. Often the classes actually meet under the independent study number (POSI 5398). This occurs when the enrollment was close to the required number. During a faculty discussion (Spring 2009) about how to meet summer demand for core courses, a decision was made to accept Philosophy 5322 (Professional Ethics) as a substitute for POSI 5318 (Public Management and Ethics). The decision was made in consultation with the Philosophy Department. Dr. Garofalo, who regularly teaches this course, is no longer teaching in the summer.

B. Ethical Action:
The Texas State MPA Program covers ethical action in public administration through a course dedicated to Ethics. POSI 5318 Public Management and Ethics is a strong course that focuses on ethics in the public sector. In addition, Dr. Garofalo, the professor responsible for this class has an international reputation in the field of Ethics in Public Administration. As this course is part of the core curriculum, all students are introduced to in-depth ethical studies and issues. 89 % of the students and 93% of the alumni indicated that the MPA Program emphasizes the central role of ethics in public service.

C. Curriculum Coverage:

Table 4.2a Curriculum Coverage

	Human Resources	Budget & Finance Processes	Information Management Technology Application & Policy	Policy & Program Formulation Implementation & Evaluation	Decision Making & Problem Solving	Political & Legal Institutions & Processes	Economic & Social Institutions & Processes	Organization & Management Concepts & Processes	Diversity Across the Curriculum
Public Finance POSI 5311	X	X	X	X	X	X	X	X	X
Org Theory POSI 5314		X		X	X			X	
Personnel POSI 5315	X					X			X
Ethics POSI 5318					X	X	X	X	X
Intro to Policy & Adm POSI 5321	X	X		X	X	X	X	X	X
Public Law POSI 5330					X	X	X		
Quant Analysis POSI 5334			X	X	X			X	
Research Methods POSI 5335	X	X	X	X	X	X	X	X	X
Applied Research POSI 5397	X	X	X	X	X	X	X	X	X
Problems in Policy POSI 5340	X	X	X	X	X	X	X	X	X
Policy Process POSI 5341			X	X	X	X	X	X	X
Program Eval POSI 5343			X	X	X				

Table 4.2b Information Systems Curriculum Coverage

	Information Management	Technology Applications	Technology Policy
Public Finance POSI 5311	x	x	x
Org Theory POSI 5314			
Personnel POSI 5315	x		
Ethics POSI 5318			
Intro to Policy & Adm POSI 5321	x		
Public Law POSI 5330			
Quant Analysis POSI 5334	x	x	x
Research Methods POSI 5335	x		x
Applied Research POSI 5397			
Problems in Policy POSI 5340	x	x	x
Policy Process POSI 5341			
Program Eval POSI 5343	x	x	x
Concept Found GIS 5345	x	x	x
Tech of GIS GIS 5346	x	x	x
Public Finance GIS 5347	x	x	x

The MPA Program curriculum is divided between a relatively large core (10 courses) and a smaller (3 course) career support area (see Standard 4.22). The core courses provide students with a broad understanding of the theoretical underpinning and practices of public administration (i.e., finance, personnel, organization theory, public law, ethics). This is consistent with the management focus of our mission statement. Students are required to take one policy course (out of a choice of three POSI 5340, 5341 or 5343). Table 4.2 demonstrates how the curriculum incorporates 1) the management of public service organizations; 2) the

34

application of quantitative and qualitative techniques of analysis; and 3) an understanding of the public policy and organizational environment.

We incorporate technology management, technology applications and policy throughout the curriculum. The 60% of the students, who take the general PA track, are made familiar with information technology management, applications and policy in a course devoted to Government Information Systems. As part of the general PA track they are required to take either POSI 5345 Conceptual Foundations of Government Information Systems; POSI 5346 Technology of Government Information Systems or POSI 5347 Public Finance Information Systems. Students who do not take the general PA career support area learn about technology management, policy and application through exposure in several courses. For example, technology applications such as Excel and SPSS are covered in the finance class (POSI 5311) and quantitative methods classes (POSI 5303, 5343). A discussion of technology management and policy is included in the policy classes (POSI 5340 and 5341). For example, in Dr. Hofer's health policy class the issues surrounding medical records management and policy are covered extensively. Information management is also incorporated into the finance class where the maintenance and accuracy of financial records is examined. POSI 5334 includes information system policy and management as an objective in the syllabus. Information management, policy and applications are interwoven throughout the course.

We incorporate important diversity concepts in several of our courses. In the Introduction to Public Policy and Administration (POSI 5321), there is explicit discussion of how social diversity affects administrative decision making in PA in general and in each of the topics covered in the course. In 5336A (Non-profit administration and privatization) case studies are used to illustrate the challenges of social service contracting when minority/community leaders lead non-profit organizations. The Ethics class (POSI 5318) discusses diversity issues through case studies that incorporate subjects as ethnic minorities, gender etc., and examines their ethical context and implications for policy and decision-making. The Human Resources in Public Administration courses (POSI 5315, 5316 and 5317) has extensive material on employment related diversity issues. For example, students read and analyze articles and websites that relate to EEO/Affirmative Action Policies and diversity issues. In class, students explore diversity issues through a review of the federal laws and state and local ordinances. Students also review and analyze diversity related case studies.

4.22 Additional Curriculum Components

Each program shall clearly define its objectives for additional work and the rationale for the objectives, and shall explain how the curriculum is designed to achieve those objectives. The statement of objectives shall include any program specializations or concentrations and the main categories of students to be served (e.g., pre-service, in-service, full-time, part-time).

If a program advertises its ability to provide preparation for a specialization or concentration in its catalog, bulletin, brochures, and/or posters, evidence shall be given that key courses in the specialization or concentration are offered on a regular basis by qualified faculty. Specialization or concentration courses may be offered by units other than the public affairs

*or administration program. The specialization and concentration courses shall **not be substituted** for the common curriculum components.*

The MPA Program is distinguished by "offering a variety of career support areas." The program meets this mission statement objective through offering career support areas in:

> Administration of Allied Health Services
> Administration of Criminal Justice Systems
> General Public Administration
> Government Information Systems
> Human Resources in Public Administration
> International Relations
> Legal and Judicial Administration
> Public Finance Administration
> Social Policy
> Urban and Environmental Planning

A. Elective Design

The curriculum with respect to additional curriculum components is designed to provide a combination of broad advanced training and (Standard 4.22-B) and a specialization (Standard 4.22-C). For example, the Human Resources in Public Administration, Public Finance Administration, Legal and Judicial Administration, and Government Information System career support areas are designed to enhance skills specific to the level or type of employment expected. Other career support areas are policy specific (Administration of Allied Health Services, Administration of Criminal Justice Systems, International Relations, Urban and Environmental Planning, and Social Policy).

B. 1 Elective Courses for Broad Advanced Training

Students can take no undergraduate courses as elective courses for broad advanced training.

B. 2 Elective Courses

Students are allowed electives in the General PA career support area. An explanation of the General Public Career Support Area follows:

General Public Administration

The courses required for this career support area include selection of one of the following three government information systems courses:

> POSI 5345 Conceptual Foundations of Government Information Systems
> POSI 5346 Technology of Government Information Systems
> POSI 5347 Public Finance Information Systems

In addition to one of the Government Information System classes the students select two graduate level Political Science electives selected from the graduate courses offered by the MPA program as well as the graduate programs in Political Science and Legal Studies.

Courses listed below are taught by the Public Administration Faculty and are the courses most often chosen in the General Public Administration Career Support Area:

POSI 5312 Public Sector Economics
POSI 5316 Labor Management Relations
POSI 5317 Management Practices in Public Personnel Administration
POSI 5333 Ecology and the Politics of Scarcity
POSI 5336 A Alternative Public Service Delivery Systems: Privatization and the Third Sector
POSI 5336 B Ensuring Public Sector Performance and Deterring/Detecting Fraud
POSI 5340 Problems in American Public Policy
POSI 5341 Seminar in the Policy Process
POSI 5343 Seminar in Program Evaluation
POSI 5345 Conceptual Foundations of Government Information Systems
POSI 5346 Technology of Government Information Systems
POSI 5347 Public Finance Information Systems
POSI 5375 Comparative Public Administration

The following courses are offered as part of the Master of Arts in Political Science. The international courses are among the most popular:

POSI 5301 Problems in American and Foreign Relations
POSI 5319 Seminar in Constitutional Law and Theory
POSI 5325 Roots of American Constitutionalism
POSI 5327 Topics in State and Local Government
POSI 5350 Problems in American Politics
POSI 5360 Problems in International Politics
POSI 5364 Problems in International Organizations
POSI 5365 Problems in International Law
POSI 5380 Problems in the International Political Economy
POSI 5382 Seminar in International Relations Theory
POSI 5385 Topics in Third World Politics

The Legal Studies Program, as part of the Master of Arts with a major in Legal Studies, offers the following courses. Alternative Dispute Resolution and Administrative Law are among the most popular:

POSI 5374 Intellectual Property Law
POSI 5376 Alternative Dispute Resolution
POSI 5377 Criminal Law and Procedure
POSI 5378 Social Legislation
POSI 5379 Legal Drafting

POSI 5381 Advanced Legal Research and Writing
POSI 5383 Advanced Litigation
POSI 5386 Legal Theories and Analysis
POSI 5387 Legal Research
POSI 5390 Administrative Law
POSI 5391 Family Law
POSI 5392 Business Organizations
POSI 5393 Estates and Trusts
POSI 5394 Litigation
POSI 5395 Real Estate
POSI 5396 Law Office Management

Many of the courses listed above form the more specialized Career Support Areas. Course descriptions, times offered, professors responsible for teaching are found in the next section.

The General Public Administration career support area also is tied to the mission statement that includes accessibility, which is defined as "delivering classes at convenient times and locations." The General Public Administration career support area is the most flexible of the nine areas. The faculty has agreed that, with the approval of the Program Director and on a case-by-case basis, students may substitute courses outside of Political Science for their electives. Grant administration, planning, geographic information systems and communication courses are the most likely to be substituted.

C.1 Elective Courses for Specialization
The MPA program offers nine specialized Career Support Areas, each consisting of three courses for a total of nine semester credit hours. All courses are at the graduate level; no undergraduates are allowed to enroll in the courses.

For some career support areas, students may select the nine credits from a list of courses approved for the career support areas. For other career support areas, the nine hours are prescribed. The construction of the career support areas allows for broad advanced training or specialization.

The main categories of students to be served are in-service part time. The course offerings in the career support areas allow the students to select additional specialized training in an area where they are currently employed or to select broad-based training more suitable for pre-service full- or part-time students. The courses for each of the MPA career support areas are as follows:

C.2 Elective Courses for Specialization Beyond Core Courses
Career Support Areas Comprised Primarily of Political Science and Public Administration Courses

Government Information Systems

The courses in the Government Information Systems (GIS) career support area are designed to deepen understanding of the role of technology and information systems in the public sector. POSI 5345 is a study of the theoretical assumptions, conceptual foundations and implications of computer-based government information systems. POSI 5347 considers the advanced theory and applications of computer-based financial information systems, systems analysis and design, hardware configurations and software attributes. The courses in the GIS career support area are offered and rotated as follows (See Table 4.3).

Table 4.3 Government Information Systems Career Support Area

COURSE NUMBER	COURSE TITLE	FACULTY	OFFERED
POSI 5345	Conceptual foundations of Governmental Information Systems	Weinberger	Every 4th Long Semester
POSI 5346	Technology of Governmental Information Systems	Weinberger	Every 4th Long Semester
POSI 5347	Public Finance Information Systems	Weinberger	Every 4th Long Semester

Total students in GIS Career Support Area 2007- 2008: 3

Total students in GIS Career Support Area 2008 - 2009: 2

Public Finance Administration

This career support area in combination with the core class, POSI 5311 Public Finance Administration, provides students with the substantive knowledge and skills needed to navigate public sector financial systems. The economic theories, policies, and institutions that underlie the U.S. finance systems at all levels of government are provided in POSI 5312. While general preparation and monitoring of budget (both operating and capital) are covered in POSI 5311, students learn about policy and program analysis in financial decision-making in Program Evaluation (POSI 5343) and how the finance system ties to government information systems in Public Finance Information Systems (POSI 5347). The courses in the Public Finance Administration career support are rotated and offered as follows:

Table 4.4 Public Finance Administration Career Support Area

COURSE NUMBER	COURSE TITLE	FACULTY	OFFERED
POSI 5312	Public Sector Economics	Longoria	Every Other Summer
POSI 5343	Seminar in Program Evaluation	Tajalli Yun	Every Fall
POSI 5347	Public Finance Information Systems	Weinberger	Every Fifth Semester

Total students in Public Finance 2007-2008: 11

Total students in Public Finance 2008-2009: 8

International Relations

Students from all walks of life are attracted to this career support area. Public administration operates in a global political and economic environment, and many students want to expand their understanding of the international arena. A small number of students in the MPA program are affiliated, and even career officers, with the military. Such students are clearly interested in the international systems.

It should be noted that Texas borders Mexico and is a gateway to South and Central America; additionally, a number of Texas cities have sister cities in Mexico in which public officials compare management issues, problem resolution, and new administrative techniques. Moreover, Texas state government operates in an international environment. The State of Texas has foreign offices in Japan, Taiwan, Germany and Mexico and other locations. Students select nine hours from the following course list.

Table 4.5 International Relations Career Support Area

COURSE NUMBER	COURSE TITLE	FACULTY	OFFERED
POSI 5301	Problems in American Foreign Relations	Hindson	Odd Spring
POSI 5360	Problems in International Politics	Gorman Sullivan	Odd Spring, Odd Summer
POSI 5364	Problems in International Organizations	Gorman Sullivan	Odd Spring, Odd Fall
POSI 5365	Problems in International Law	Gorman	Every Other Spring
POSI 5375	Comparative Public Administration	Balanoff	Every Summer
POSI 5380	Problems in International Political Economy	Mihalkanin	Every Other Spring
POSI 5384	Topics in Modern Democratic Systems	Sullivan Hindson	Every Semester
POSI 5385	Topics in World Politics	Gorman Sullivan	Every Other Summer, Every Fall

Total students in International Relations 2007-2008: 9
Total students in International Relations 2008-2009: 1

Human Resources in Public Administration

The Human Resources in Public Administration career support area in combination with the core class, POSI 5315 Problems in Public Personnel Administration, provides students with substantive knowledge and skills needed to navigate personnel policies and practices in the public sector. Students can select from courses that have varying emphasis in management of personnel. This career support area appeals to individuals who are planning or currently building careers in Human Resource Administration.

The variety of courses bring students up to date on the most recent changes in federal and state laws, including collective bargaining, evaluation of management practices, computer

applications for personnel administration systems, and dealing with problem employees and personnel issues at all levels of government. The Human Resources in Public Administration career support area reinforces the "management" focus of the program's mission statement. Public Administration generalists also are attracted to this career support area because they want to be more effective in dealing with the personnel issues that face every public manager.

Students select nine hours from the following list of courses.

Table 4.6 Human Resources in Public Administration Career Support Area

COURSE NUMBER	COURSE TITLE	FACULTY	OFFERED
POSI 5316	Labor Management Relations	Balanoff Johnson	Every Other Summer
POSI 5317	Management Practices in Public Personnel Administration	Johnson Balanoff	Every Other Summer
POSI 5343	Seminar in Program Evaluation	Tajalli Yun	Fall
POSI 5345	Conceptual Foundations of Government Information Systems	Weinberger	Every 4th Long Semester
SOC 5319	Seminar in Social Psychology	Trepagnier	Spring

Total students in Human Resources 2007-2008: 6
Total students in Human Resources 2008-2009: 7

Legal and Judicial Administration

The Legal and Judicial Administration career support area utilizes faculty in the Political Science Department's Master of Arts in Legal Studies program. Public administration operates in a legal environment at all levels of government, and students in this career support area want to enhance their ability to understand and communicate in and with the legal environment. Statutes, amendments to statutes, regulations and administrative laws are involved at all levels of government. Nine hours are selected from the following list.

Table 4.7 Legal and Judicial Administration Career Support Area

COURSE NUMBER	COURSE TITLE	FACULTY	OFFERED
POSI 5319	Seminar in Law and Constitutional Theory	Brown	Every Other Spring
POSI 5343	Seminar in Program Evaluation	Tajalli Yun	Every Fall
POSI 5379	Legal Drafting	Wright	Every Fall and Spring
POSI 5387	Legal Research	Brown Wright	Every Fall and Spring
POSI 5390	Administrative Law	Brown	Every Fall
POSI 5394	Litigation	Brittain Evans Brown	Every Spring, Summer and Fall

Total students in Legal and Judicial 2007-2008: 6
Total students in Legal and Judicial 2008-2009: 7

Career Support Areas Comprised Primarily of One or More Courses Offered through Courses in Other Departments, e.g., Interdepartmental Career Support Areas

Social Policy

The Social Policy career support area allows students to focus on the underlying issues of social policy as well as specific areas such as emerging social problems, health administration, diversity in management and administration, criminology, and community development issues. The courses selected in this career support area allow students to tailor a program to enhance knowledge related to a current situation or enhance preparation for a desired area of future employment.

Students select nine hours from the following list.

Table 4.8 Social Policy Career Support Area

COURSE NUMBER	COURSE TITLE	FACULTY	OFFERED
SOC 5316	Seminar in Deviation and Social Problems	Day Johnson	Odd Summer
SOC 5320	Seminar in Demography	Majumdar	Every Spring
SOC 5343	Seminar in Criminology	Pino	Every Spring
SOC 5353	Seminar in Community	Caldwell	Every Fall
SOC 5363	Seminar in Medical Sociology	Anderson	Odd Fall
SOC 5370	Seminar in Multi-Cultural Relations	Anderson	Summer
POSI 5370	Seminar in Program Evaluation	Tajalli Yun	Every Fall
COM 5319	Organizational Communication	Salem	Every Spring

Total students in Social Policy 2007-2008: 4
Total students in Social Policy 2008-2009: 9

Administration of Allied Health Services

Health Care Policy including health resource development and management, health planning, financing, legal issues, and program evaluation. Health care professionals will be in great demand in future years because of changing U.S. demographics.

Students select nine hours from the following courses.

Table 4.9 Administration of Allied Health Services Career Support Area

COURSE NUMBER	COURSE TITLE	FACULTY	OFFERED
HA 5304	Healthcare Financial Theory	Nowicki	Every Summer
HA 5321	Healthcare Law	Renick	Every Fall
HA 5346	Healthcare Strategic Management	Sorenson	Every Fall
HHR 5307	Trends and Issues in Healthcare Human Resources	Greene	Every Summer
HHR 5322	Human Resources Development in Health Services	Greene	Every Fall
HHR 5350	Human Resources Management in Health Services	Fields	Every Spring
POSI 5343	Seminar In Program Evaluation	Tajalli Yun	Every Fall

Total students in Health Services 2007-2008: 1
Total students in Health Services2008-2009: 3

Administration of Criminal Justice Systems

Nine hours must be selected from any three courses in the Criminal Justice graduate curriculum or POSI 5343 Seminar in Program Evaluation.

Generally, students who are already employed in the criminal justice system select this career support area and use the variety of Criminal Justice graduate courses to tailor a program to enhance their knowledge and provide additional skills needed for advancement in employment. During the Spring of 2008 there were 6 students in this career support area and during the Spring of 2009 there were 7 students in this career support area.

Urban and Environmental Planning

The Urban and Environmental Planning career support area allows students to tailor a specialized and innovative program that focuses on urban planning, land use, transportation systems, waste management or environmental resources, dependent upon the major area of interest. The Urban and Environmental Planning career support area is an example of the "innovative curriculum" discussed in the program's mission statement.

This career support area has gained in popularity and is expected to continue to gain in enrollment, as the focus of national environmental policy has begun to change during the transition of policies from the Bush administration to those of the Obama administration.

Students select nine hours from the following courses.

Table 4.10 Urban and Environmental Planning Career Support Area

COURSE NUMBER	COURSE TITLE	FACULTY	OFFERED
POSI 5333	Ecology and the Politics of Scarcity	Balanoff	Every Summer
GEO 5312	The Planning Function and Process	Romig	Every Fall
GEO 5313	Environmental Management	Earl	Every Fall
GEO 5314	Geographic Elements of Environmental Law	Colten	Every Spring
GEO 5336	Transportation System	Zhan	Every Spring
GEO 5339	Land Development and Management	Hagelman	Every Spring
GEO 5351	Regional Waste Management	Larson	Every Fall
GEO 5408	Web Mapping	Macey	Every Fall
POSI 5343	Seminar in Program Evaluation	Tajalli Yun	Every Fall

Total students in Career Support Area 2007-2008: 17

Total students in Career Support Area 2008-2009: 21

4.23 General Competencies

The common and additional curriculum components shall develop in students general competencies that are consistent with the program mission.

The mission statement of the MPA program includes the preparation of students for careers as managers and leaders in the public service. Accordingly, the competencies developed in the courses and additional career support curriculum components include knowledge, skills, and abilities in public leadership and management; an appreciation of the value and legal dimensions of public management; evaluation of public policy; and an understanding of human resource administration, fiscal, technology and governmental issues related to the public sector.

The program focuses on "continuing professional development" and "emphasizes management in political institutions and processes." The curriculum is designed to integrate theoretical and applied approaches to public management. The capstone course (POSI 5397, Applied Research Project), in particular, focuses on "integrating theoretical and applied approaches to public management."

4.3 Minimum Degree Requirements

Students with little or no educational background or professional experience in the common and additional curriculum components are expected to devote the equivalent of two academic years of full- time study to complete the professional masters degree program. Where students have had strong undergraduate preparation in the common curriculum requirements or have been engaged in significant managerial activities, some of the subject matter requirements might be appropriately waived or reduced.   Even in such cases, students ordinarily must spend the

equivalent of a calendar year of full-time study in formal academic work, exclusive of an internship, to obtain the professional masters degree. A calendar year is defined as two semesters and a summer session at least eight weeks in duration or four quarters (exclusive of internship) of full-time academic work.

A. **Degree Credit Hours**
The minimum number of graduate credits required for the Texas State MPA degree is 39 hours. A total of 30 credit hours are required courses. These courses cannot be waived. Under some circumstances, up to two graduate level courses taken at another university may be substituted for a required course. Students are required to provide course descriptions from the official graduate catalogue where the courses were completed; the Program Director and Graduate College evaluate the substitutability of the course. The core courses cover most components of the mission statement of the program.

There is no reduction in credit hours for undergraduate preparation. A three credit hour public sector internship is required for pre-service students who have no prior public service experience. The internship is in addition to the regular coursework. In addition, students without a statistics course are required to take POSI 5303 Political Research and Methodology to satisfy a background requirement. POSI 5303 is in addition to the regular coursework.

B. **Degree Length**
Students with little or no educational background or professional experience in the common PA core and additional curriculum components are expected to devote the equivalent of two academic years of full-time study to complete the professional Master's of Public Administration degree program. There is no reduction of common curriculum requirements for students with strong undergraduate or significant managerial experience. These students are expected to devote the equivalent of two academic years of full time study exclusive of internship or background requirements. A calendar year is defined as two semesters and one summer session.

C. **Concluding Requirements**
All students are required to complete POSI 5335 Problems in Research Methodology, which is an advanced research methods course that requires students to complete a prospectus and literature review in preparation for POSI 5397 Applied Research Project. POSI 5335 must be completed with a "B" or "A" prior to eligibility for enrollment in POSI 5397. All students are required to complete an applied research project that is supervised by the faculty member assigned to the class. The project is considered as a class and counts as three hours toward the degree requirement. An oral examination of one hour in length over the applied research project is required.

D. **Course Formats**
MPA courses are rotated on a regular basis. The rotation is published in the MPA handbook and on the web site. Classes are available in Austin, at the Round Rock campus, as well as in San Marcos. Most of the classes are evening classes; a few classes are held in late afternoon so that students can stack two courses on one day. A few courses are taught via the Internet to increase accessibility for students.

Classes normally meet once a week on Monday through Thursday evenings from 6:30 p.m. to 9:20 p.m. during the long semesters. Summer courses meet two evenings a week (TTH or MW) from 6:15 to 10:00 p.m. during a single six week summer session. Some class meet across two summer sessions; those courses classes meet one evening a week for twelve weeks from 6:15 p.m. to 10:00 p.m.

E. Student Transcript Analysis

Table 4.11 Student Transcript Analysis

COURSE NO. / Student Number	CR.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Required Prerequisites																					
POSI 5303	3		A	B		A					A			A		A	B				A
POSI 5370	3		B				A							A							
Required Graduate Courses																					
POSI 5311	3	A	A	A	B	A	A	A	B	A	A	A	A	B	A	A	A	A	B	A	B
POSI 5314	3	A	A	A	A	A	A	A	A	B	A	A	A	A	A	A	A	A	A	A	A
POSI 5315	3	A	A	A	B	A	A	A	A	A	A	A	A	A	A	A	A	A	B	A	A
POSI 5318	3	A	A	B	A	B	B	B	B	B	B	A	A	B	A	A	B	A	B	B	A
POSI 5321	3	A	B	A	B	A	A	A	B	A	A	A	A	A	A	A	B	A	A	A	A
POSI 5330	3	A	A	A	B	A	B	A	A	A	B	A	A	A	A	A	A	A	A	A	A
POSI 5334	3	A	A	A	B	A	A	B	A	B	B	A	B	A	A	A	A	A	A	A	A
POSI 5335	3	A	A	A	B	A	B	B	A	A	B	A	A	A	A	A	B	A	A	A	B
POSI 5340	3	A					A						A	A	A	B	A	A			
POSI 5341	3		A	B	A	A	A		A	A	B										A
POSI 5343	3		A					A			A								B	A	
POSI 5397	3	A	A	A	B	A	A	A	A	B	A	A	A	A	A	A	A	A	A	A	A
Additional Curriculum Components																					
POSI 5312	3							A					A			A					
POSI 5317	3	A			B										A		A				
POSI 5333	3	A	A								A			A	A						
POSI 5336A	3		A																		
POSI 5345	3		B	A		A		A	B							A					
POSI 5346	3			A						A											
POSI 5347	3	A			A				A					A	A						
POSI 5351	3									A											
POSI 5360	3			B		A	A														A
POSI 5364	3						B														
POSI 5375	3					A				B				A		A					A
POSI 5376	3				A	A														A	
POSI 5377	3															A					
POSI 5382	3																				B
POSI 5385	3						B														
POSI 5387	3																		A	A	
POSI 5390	3																		A	A	
POSI 5394	3																		A		
POSI 5395	3			B																	
POSI 5398	3			A		A	A														
GEO 5312	3													C				A			
GEO 5313	3																	A			
GEO 5314	3										B		A	A							
GEO 5330	3											A									
GEO 5336	3								A		B	A									
GEO 5339	3												A								
GEO 5390	3																	A			
GEO 5395	3											A									

4.4   INTERNSHIPS
A carefully planned internship experience shall be made available by the program and students who lack a significant professional work background shall be strongly encouraged to take advantage of it. The program shall provide on-going academic supervision. Internship programs shall generally reflect NASPAA's internship guidelines.

A. Internship Design
The internship (POSI 5370) is a three credit class designed to provide students without prior organizational experience the opportunity to participate in the operations of a public or non-profit agency. It is designed as an immersion-learning integrative practicum. Ideally, the internship provides professional experience and an opportunity to integrate theories learned in the classroom with the world of practice ("integrating theoretical and applied approaches to public management"). In addition the student is exposed to the daily routines, processes, procedures and expectations of work life in the public and non-profit sectors. The internship is a way for the student to link theory and practice through a reflective journal, regular contact with their supervising professor and a research paper.

B. Internship Status
The internship is required for pre-service students. Typically, a student does an internship about halfway through the program. The internship consists of a 300-hour commitment, which usually means 20 hours a week for 15 weeks. The internship is a required background class over and above the required number of hours for the core curriculum and career support area. It carries three hours of academic credit on the standard grading scale (A-F). The students use an internship manual, purchased at the bookstore, to keep and record their activities. They are expected to log their time, keep required forms, keep a journal, record meetings and emails with Dr. Shields and include the final paper in the internship manual. The manual is submitted to the supervising professor at the end of the internship. In addition, their on-the-job supervisor assesses the student during the semester and at the close of the semester. A standardized questionnaire asks, for example, whether the quality of the work, work judgments, verbal communication were unsatisfactory, needs improvement, meets standards, exceeds standards.

C. Internship Supervision:
The MPA Director holds the internship (POSI 5370) roster and is responsible for grading. Students make an appointment with the MPA director and inform her of their interests. They learn about the requirements and discuss possible internship placement strategies. The students are informed of the requirements by a web syllabus http://uweb.txstate.edu/~ps07/documents/5370.pdf. The syllabus is discussed at the initial meeting. If Dr. Shields believes the student is well prepared, they can register for POSI 5370 (otherwise registration is restricted).

Since there are so few interns each year, we ask the student to consider their interest and seek out their own internship. We keep students updated about internship opportunities that come to the office via the student list serve. Every Spring semester in odd years the Texas Legislature meets. Students are encouraged to take advantage of this opportunity. Many MPA students and alumni work at the Legislature. Students also take advantage of

the paid internship at the Texas Commission on Environmental Quality. The internship is offered through Dr. Larsen in the Geography Department.

Interns are monitored by the MPA Director and are supervised by a designated agency representative. Students are required to meet with Dr. Shields at least twice during the semester and send two email reports.

D. Internship Placement
Because most of our students work full time or come to the program with work experience, very few take advantage of an internship. Between 2005 and 2009, there were 18 student interns an average of slightly more than four a year. Four worked as paid interns for the Texas Commission on Environmental Quality. Three worked for the Texas Legislature. Two worked for non-profits, the remainder worked for Texas and city agencies. During the self-study year, one student worked for the Texas Legislature (Representative Terri Hodge).

STANDARD 5.0 THE FACULTY

The Texas State MPA core faculty are part of the Political Science Department. The background of the faculty, however, reflects the interdisciplinary nature of public administration. Three of the faculty have PhDs in political science (Tajalli, Longoria and Hofer), and four have doctorates in public administration (Weinberger, Shields, Rahm and Rangarjan). Howard Balanoff has a doctorate in Environmental Design, and Charles Garofalo has a doctorate in American Studies. Lastly, Christopher Brown has a JD and MPAff. This set of expertise allows the faculty to "emphasize management in political institutions and processes."

Several of our core faculty have significant practitioner experience (Balanoff, Hofer, Rahm, Garofalo, Brown). In addition, adjunct professors like Dr. Susan Johnson (Associate Commissioner Texas Department of Health and Human Services), Dr. Tamela Saldana (Manager, Texas Department of Transportation) and Dr. Michelle Cruz Arnold (Government Relations Manager, Greater Houston Partnership) bring significant expertise and diversity to the faculty.

The faculty are responsible for delivering the curriculum that "prepares students to be leaders and managers in public service." Evidence from the alumni and student surveys suggests the faculty is fulfilling this goal. 90% of the alumni strongly agree (61%) or agree (29%) "the program's courses are oriented toward public service." 80% of the students and 81% of the alumni rated the faculty "excellent" on knowledge of subject area. Other faculty factors that were highly rated include: class preparation, timeliness of feedback, interest in students, applicability of core courses and accessibility.

5.1 Faculty Nucleus

There must be a faculty nucleus that accepts primary responsibility for the professional graduate program. This regular faculty should consist of a sufficient number of full-time faculty significantly involved with the program to support the set of teaching, research and service responsibilities appropriate to the size and structure of the program. In no case should this faculty nucleus be fewer than five (5) full-time persons. The institution should specify how each regular faculty member is involved in the teaching and related research and service aspects of the program. At least 50 percent of the courses offered in the curriculum as well as at least 50 percent of the courses covering the common curriculum components shall be taught by full-time faculty of the institution.

Critical Mass
During the self-study year, our MPA program had 10 full-time faculty members who were significantly involved in the teaching and operation of the master's program. Dr. Christopher Brown and Dr. Nandhini Rangarajan are tenure-track assistant professors. The remaining full-time faculty members are tenured. For the most part, the full-time core faculty teach all MPA courses. Most also teach in the BPA program. It should be

noted that Christopher Brown also supports the legal studies program. He teaches one core course (POSI 5330 Public Law), and is fully engaged in the MPA Program. He attends all faculty meetings, advisory Council meetings, CenTex events and is part of oral exam committees. Part-time faculty are hired on an ad hoc basis to help out teaching some courses.

B. Faculty Nucleus:

Table 5.1 Faculty Nucleus

NAME	RANK AND TITLE	TENURE STATUS	ADMINISTRATIVE UNIT	DEGREE AND FIELD
Balanoff, Howard	Professor	Tenured	Political Science	DED, Environmental Design
Brown, Christopher	Assistant Professor	Tenure Track	Political Science	JD, MPAff
Garofalo, Charles	Professor	Tenured	Political Science	Ph.D. American Studies
Hofer, M. Kay	Professor	Tenured	Political Science	Ph.D. Political Science
Longoria, Thomas	Associate Professor	Tenured	Political Science	Ph.D. Political Science
Rangarajan, Nandhini	Assistant Professor	Tenure Track	Political Science	Ph.D. Public Administration
Rahm, Dianne	Professor	Tenured	Political Science	Ph.D. Public Administration
Shields, Patricia	Professor, Director	Tenured	Political Science	Ph.D. Public Administration
Tajalli, Hassan	Associate Professor	Tenured	Political Science	Ph.D. Political Science
Weinberger, George	Professor	Tenured	Political Science	Ph.D. Public Administration

C. Teaching Assignments
Table 5.2 Teaching Assignments

NAME OF FACULTY	ACADEMIC YEAR	COURSE NUMBER	COURSE CREDITS	COURSE TITLE
Balanoff, Howard	2007-2008	5314	3	Organization Theory
		5315	3	Problems in Public Personnel Administration
		5333	3	Ecology and the Politics of Scarcity
		5375	3	Comparative Public Administration
	2008-2009	5314	3	Organization Theory
		5315	3	Problems in Public Personnel Administration
		5333	3	Ecology and the Politics of Scarcity
		5375	3	Comparative Public Administration
Brown, Christopher	2007-2008	5330	3	Problems in Public Law
	2008-2009	5330	3	Problems in Public Law
Garofalo, Charles	2007-2008	5318	3	Public Management and Ethics
		5321	3	Introduction to Public Policy and Administration
	2008-2009	5318	3	Public Management and Ethics
Hofer, Kay	2007-2008	5311	3	Public Finance Administration
		5340	3	Problems in American Public Policy
		5397	3	Applied Research Project
	2008-2009	5311	3	Public Finance Administration
		5340	3	Problems in American Public Policy
Longoria, Thomas	2008-2009	5335	3	Problems in Research Methodology
		5336A	3	Alternate Public Delivery Systems
Rangarajan, Nandhini	2007-2008	5303	3	Political Methodology and Research
	2008-2009	5303	3	Political Methodology and Research
		5321	3	Introduction to Public Policy and Administration
Rahm, Dianne	2008-2009	5311	3	Public Finance Administration
Shields, Patricia	2007-2008	5335	3	Problems in Research Methodology
		5370	3	Internship
		5397	3	Applied Research Project
	2008-2009	5335	3	Problems in Research Methodology
		5370	3	Internship
		5397	3	Applied Research Project
Tajalli, Hassan	2007-2008	5335	3	Problems in Research Methodology
		5397	3	Applied Research Project
	2008-2009	5303	3	Political Methodology and Research
		5335	3	Problems in Research Methodology
		5343	3	Seminar in Program Evaluation
		5397	3	Applied Research Project
Weinberger, George	2007-2008	5303	3	Political Methodology and Research
		5334	3	Problems in Quantitative Analysis
		5345	3	Conceptual Foundations of Government Information Systems
		5346	3	Technology of Government Information Systems
	2008-2009	5303	3	Political Methodology and Research
		5334	3	Problems in Quantitative Analysis
		5345	3	Conceptual Foundations of Government Information Systems
		5347	3	Public Finance Information Systems

D. Course Load

The normal teaching load per academic year for full-time faculty members is 8 courses. However, any faculty member with an active research agenda teaches 6 courses. Summer teaching is optional and limited to two courses. Courses taught off campus are counted as part of the normal teaching load. Each semester the director of the program receives a course release for managing the program. Dr. Dianne Rahm also has a course release per semester for developing a Ph.D. program proposal. Dr. Shields received a course release in the Spring for editing *Armed Forces & Society*. Dr. Shields is also responsible for the internship class where enrollment is low. It is included as part of her MPA Director position (See Standard 4.4).

Table 5.3 Core Faculty Course Load During Self-Study Year

NAME	NORMAL YEARLY COURSE LOAD	ACTUAL YEARLY COURSE LOAD	REASON/DATE
Balanoff, Howard	8	6	One course per semester for scholarship
Brown, Christopher	8	6	One course per semester for scholarship
Garofalo, Charles	8	6	One course per semester for scholarship
Hofer, Kay	8	6	One course per semester for scholarship
Longoria, Thomas	8	6	One course per semester for scholarship
Rangarajan, Nandhini	8	6	One course per semester for scholarship
Rahm, Dianne	8	4	One course per semester for scholarship. One course per semester for developing Ph.D. Program proposal.
Shields, Patricia	8	3	One course per semester for scholarship. One course per semester for directing the MPA program. One course Spring semester for editing *Armed Forces & Society*.
Tajalli, Hassan	8	6	One course per semester for scholarship
Weinberger, George	8	8	

E. Other Full-time Faculty

Table 5.4 Other Full-Time Faculty

Faculty Name	Rank & Title	Tenure Status	Administrative Unit	Degree and Field	Course Semester
Walter Wright	Associate Professor	Tenured	Legal Studies Program	JD	POSI 5330 Summer 08
Hyun Yun	Assistant Professor	Tenure Track	Political Science	PhD Political Science & PhD Communication	POSI 5343 Fall 07

5.2 Professional Qualifications

At least 75 percent of the professional graduate program's full-time faculty should hold an earned doctorate or other equivalent terminal professional degree in their field. Any full-time faculty member lacking the terminal degree must have a record or outstanding professional or academic experience directly relevant to the faculty member's assigned responsibilities. Full-time faculty actively pursuing appropriate terminal degree are to be included in the 25 percent not holding a terminal degree.

Table 5.5 Percent Full-Time Faculty Holding Doctorate Degree

DATE	NUCLEUS FULL-TIME FACULTY HOLDING DOCTORATE OR JD DEGREE	OTHER FULL-TIME FACULTY HOLDING DOCTORATE OR JD DEGREE	TOTAL FULL-TIME FACULTY HOLDING DOCTORATE OR JD DEGREE
2005-2006	100%	100%	100%
2006-2007	100%	100%	100%
2007-2008	100%	100%	100%
2008-2009	100%	100%	100%

5.3 Practitioner Involvement

The involvement of practitioners is integral to the activities of a professional masters degree program. The institution shall specify how it involves practitioners in its program. Where practitioners teach courses, there shall be satisfactory evidence of the quality of their academic qualifications, professional experience, and teaching ability.

A. Instruction by Practitioners

Table 5.6 Instruction by Practitioners

NAME	SEMESTER/YEAR	JOB TITLE/AGENCY	COURSE	DEGREE FIELD
Johnson, Susan	Spring 2008 & 2009	Associate Commissioner, Texas Health and Human Services Commission	POSI 5315 Problems in Public Personnel Administration	Ph.D. Higher Education/Leadership
Johnson, Susan	Summer II 2008	Associate Commissioner, Texas Health and Human Services Commission	POSI 5341 Seminar in Policy Process	Ph.D. Higher Education/Leadership
Saldana, Tamela	Spring 2008	Program Manger, Texas Department of Transportation	POSI 5321 Introduction to Public Policy and Administration	MPA, Ph.D. Anthropology
Arnold, Michelle Cruz	Spring 2008	Government Relations Manager, Greater Houston Partnership	POSI 5311 Public Finance Administration	MPA, Ph.D. Educational Administration
Casey, Kevin	Summer 2007	Employee Relations Officer, Texas Department of Public Safety	POSI 5316 Labor Management Relations	JD

B. Practitioner Involvement
The MPA program is committed to the involvement of practitioners in its operation. It not only tries to choose part-time instructors from the pool of practitioners it also seeks the help and advice of practitioners in other ways. Practitioners are often invited as guest lecturers to classes. Students have always expressed positive comments about practitioners' involvement in their courses.

Every semester a number of public administrators are invited to serve on oral examination committees. They read, comment, and assess the ARPs. Additionally, they are encouraged to take on a mentoring role. They also participate as external reviewers for purposes of student learning outcomes assessment.

The MPA program is assisted by an Advisory Council. The Council is primarily composed of state, and local government practitioners. The Council meets three times a year and serves as an advisory body for program activities and operation. The Advisory Council helps with program mission statement development, assessment and revision, curriculum development, program improvement, liaison and networking for our student, assistance with new student orientation, career development, fundraising and website redesign. The Advisory Council also reviewed and commented on a draft copy of the self-study document.

In addition to the involvement of practitioners in our Advisory Council, the program is involved with the Central Texas (CenTex) Chapter of American Society for Public Administration. CenTex and the MPA Advisory Council sponsor several mentoring mixers each year. Prominent practitioners (Mayor, State Representative, County Commissioners) and current and former students attend mixers. One purpose of these mixers is to promote networking between our students and practitioners. CenTex and the Texas State CPM program sponsor the Texas ASPA conference each year. Students volunteer and are encouraged to attend. Research shows that informal mechanisms are effective at promoting mentoring among graduate students. Practitioners help publicize the program, recruit students and place our interns.

5.4 Faculty Quality
In addition to the above, the qualitative adequacy of faculty members shall be demonstrated by their previous and current [instruction, research, experience and service]:

A. Faculty Data Sheets
Provided in Volume II of this report.

B. Promotion and Tenure
The Department of Political Science and the College of Liberal Arts evaluate faculty for tenure and promotion in three areas: teaching, service, and scholarship.

Teaching
The teaching of faculty going up for promotion or tenure in the College of Liberal Arts is evaluated by the Personnel Committee and Department Chair on the basis of scholarly preparation, dedication, peer evaluation through classroom visits, student evaluations and reviews of a teaching portfolio. Teaching is understood to include not only classroom performance, but other factors such as preparation, syllabi, graded assignments, effective testing, and staying current in the discipline.

Service
The College of Liberal Arts defines service as any professionally related activity, other than teaching or scholarship, which contributes to the well being of the university, both in its internal and external aspects. It is expected that a faculty member up for promotion or tenure will be able to demonstrate contributions – related to the faculty member's area of expertise – in one or more of the following areas: department, college, university, profession, or community.

Criteria for Scholarship
As minimum criteria for tenure and/or promotion to Associate Professor, the Department of Political Science requires five refereed articles or refereed book chapters, or a refereed book (in print or electronic format) or material counted as equivalent. Recognizing the diversity of specialties in the fields of Political Science and Law, the department deems other works as equivalents to traditional peer reviewed journal articles and/or book chapters. These include law review and bar journal articles. Refereed edited books in which the editor makes a substantial contribution are also to be counted as equivalent to book chapters and refereed articles. The Personnel Committee may accept other publications or evidence of scholarship as substitutes for those specified in the above paragraph if the candidate has demonstrated that the substitutes are of exceptionally high quality.

Promotion to Professor requires roughly the same amount of material for promotion to Associate Professor. This material must be published subsequent to promotion to Associate Professor.

Personnel Committee members in each division within the department (Political Science, Public Administration, Legal Studies) meet prior to the department's tenure and promotion personnel committee meetings. Each division meets to assess the quality of their respective candidates' scholarship, service and teaching. Division faculty report their initial assessment as an advisory vote to the department personnel committee. The Political Science Department has 13 full professors 6 of which are MPA faculty. Two of the nine associate professors are part of the MPA faculty. Hence, the MPA faculty have significant influence over whether MPA faculty are promoted and tenured. The recommendations of the PA personnel subcommittee have always been accepted by the other groups in the department. Since the last self-study, Dr. Tajalli has been promoted from assistant to associate.

5.41 Instruction

Efforts to improve the instructional program, include student advisement, teaching methods, course content, and innovative curricula development.

A. Quality of Instruction
All MPA faculty are committed to high quality teaching. The MPA program prides itself on having been able to realize and maintain this commitment. The faculty rated very high in the student survey: 80% rated the MPA faculty as excellent in knowledge of subject matter; 97% rated the faculty as excellent or good in class preparation and 92% rated the faculty as excellent or good in their interest in the students' professional development.

Aside from student assessment, MPA faculty have received numerous teaching awards. Dr. Hofer (2008), Dr. Garofalo (2009) and Dr. Tajalli (2003) won the Educator of the Year Award from CenTex ASPA. Dr. Shields has won NASPAA's Excellence in Teaching Award (2002), Texas State's Presidential Award for Excellence in Teaching (2001) and the CenTex Educator of the Year Award (2004).

The faculty is also engaged in the scholarship of pedagogy.

2006   "Intermediate Theory: The Missing Link in Successful Student Scholarship. *Journal of Public Affairs Education*. 12(3): 313-334. (Shields & Tajalli)

2004   *STEP by STEP: Building a Research Paper* (3rd edition). Stillwater OK: New Forums Press. (Shields)

2003   "A Pragmatic Teaching Philosophy," *Journal of Public Affairs Education*. 9(1):7-12. (Shields)

1999   "Getting Organized: A Pragmatic Tool for Writing Graduate Papers," *Journal of Graduate Teaching Assistant Development*. Vol. 7, No. 1, pp. 5-17. (Shields)

1998   "Pragmatism as a Philosophy of Science: A Tool for Public Administration." in *Research in Public Administration*. Vol. 4: 195-225. (Shields)

In addition, Dr. Balanoff received a national award (The Van Riper Award - 2008) for excellence in teaching and service by the American Society for Public Administration

The ultimate criterion for measuring teaching excellence is the capabilities of the students.   Texas State students have won numerous awards for their Applied Research Projects. See Appendix H for a complete list.

We also monitor teaching effectiveness in more traditional ways. All faculty, both full-time and part-time, are evaluated by their students each semester. The primary purpose of

these evaluations is self-improvement of the faculty. The Chair also uses these evaluations as a criterion for tenure, promotion and merit raises.

The teaching quality of tenure-track faculty is monitored by their peers and the Chair. Several times during the probationary period of tenure-track faculty, senior faculty visit their classrooms and make extensive reports on the strength and the weaknesses of their teaching. These reports also help the junior faculty improve the quality of his/her teaching.

B. **Workload Policy**

The normal full-time faculty teaching assignment is four courses per semester. However, faculty with an active research agenda teach 3 courses a semester. Faculty can also elect to teach one or two courses during summer. In addition to regular teaching courses, faculty may accept directing independent studies. Pat Shields has a two course release for directing the program and one course release for editing *Armed Forces & Society* (Spring only). Dianne Rahm has a one course per semester release for developing the PhD program. Graduate courses at Texas State University are all counted as three-hour courses.

C.   **Class Size**

Table 5.7 Class Size

CLASS SIZE	2005-2006	2006-2007	2007-2008	2008-2009
1-9	3	0	2	4
10-19	6	10	7	17
20-29	15	14	17	18
30-39	0	0	0	1
40-49	0	0	0	0
Over 50	0	0	0	0

Does not include Summer II for 2009

D. Actual Credit-Hours Taught

Table 5.8 Credit Hours Taught by Faculty Nucleus

NUCLEUS FACULTY MEMBER	2007-2008				2008-2009			
	GRAD*	UNDER GRAD*	CONT. ED.	TOTAL	GRAD	UNDER GRAD	CONT. ED.	TOTAL
Balanoff, Howard	18	6	0	24	18	6	0	24
Brown, Christopher	15	3	0	18	18	6	0	24
Garofalo, Charles	12	12	0	24	6	12	0	18
Hofer, Kay	9	15	0	24	6	18	0	24
Longoria, Thomas**	0	0	0	0	12	6	0	18
Rahm, Dianne**	0	0	0	0	6	6	0	12
Rangarajan, Nandhini****	3	6	0	9	9	9	0	18
Shields, Patricia***	12	0	0	12	9	0	0	9
Tajalli, Hassan****	9	9	0	18	15	9	0	24
Weinberger, George	15	9	0	24	15	6	0	21

* includes summer teaching

** new hires for 2008-2009

*** POSI 5370 (Internship) is part of the director's responsibility and not counted in the total
****Dr. Rangarajan took maternity leave in 2007-2008, Dr. Tajalli took developmental leave in 2007-2008

5.42 Research

Research, Writing, Publications

During the last four years (2005-2009) the MPA faculty has been active in producing scholarly and professional publications. These publications range from scholarly journal articles, book chapters, and books to professional reports. In addition, Pat Shields is the editor-in-chief of the interdisciplinary, internationally recognized journal *Armed Forces & Society* (2008 ISI rankings 40 in Political Science and 49 in Sociology). Dr. Balanoff is the editor of *Public Administration: Annual Edition* and has published this annual every other year since 1990. In 2007, Pat Shields received the *Public Administration Review* Lavern Burchfield Award for the best review essay. During the past four years the MPA faculty have published 9 books, 23 articles, 25 book chapters and a number of book reviews and professional reports. They also made numerous presentations of their scholarship at professional conferences.

Texas State MPA faculty have published articles in prestigious journals such as the *American Political Science Review, Public Administration Review, Social Science Quarterly, American Review of Politics, Urban Affairs Quarterly*, *Public Integrity, Policy*

Studies Journal, Public Works Management and Policy, International Review of Public Administration, Journal of Public Affairs Education, Public Productivity and Management Review, Review of Public Personnel Administration, Administrative Theory and Praxis, Administration & Society, American Review of Public Administration, Public Administration Quarterly, Armed Forces & Society, and State and Local Government Review.

Experience and Service:

Professional experience and public service with government, industry, non-profit agencies, or consulting assignments

The MPA faculty has been very active in providing services to the university, community, and our professional organizations. The university administrators have regularly requested the professional help of the MPA faculty. For example, Dr. Garofalo has been the chair of the university's Institutional Review Board for Protection of Human Subjects in Research. In addition, the faculty serve on various university committees.

The MPA faculty is particularly committed to providing service to our professional community. Dr. Balanoff has served on the Board of CenTex ASPA, the national ASPA Council and has won the prestigious "Van Riper" award for service from ASPA in 2009. Dr. Balanoff is also the director of Certified Public Manager's program (CPM) for the state of Texas. Hundreds of public servants and other professionals are trained in this program every year. The CPM program is committed to bring a high level of professionalism to our community of public servants. Howard Balanoff is the current Chair of ASPA's Section for Certified Public Management. The section provides professional development and education seminars and workshops at ASPA Conferences and coordinates the professional development activities of ASPA and the National Certified Public Management Consortium. He also served as former Chair of ASPA's Section for Professional and Organizational Development (SPOD). Dianne Rahm is treasurer and a member of the executive committee for ASPA's Section on Science and Technology in Government.

Dr. Garofalo holds ethics training workshops for both state and local organizations. He also serves on the Education and Training Task Force of the Texas Ethics Commission.

Pat Shields was the program co-chair for the 2008 ASPA conference and a member of the board and for the last two years chaired, the Section for Women in Public Administration. She served on the Commission for Peer Review and Accreditation and the NASPAA national council. She serves on the board of the Inter-University Seminar on Armed Forces and Society.

Hassan Tajalli is the book review editor for *Armed Forces & Society*. Pat Shields is on the editorial board of *Administration & Society* and *The Journal of Public Affairs Education*.

Dr. Hofer has been heavily engaged in the local chapters of the League of Women voters and the American Cancer Society. Dr. Rahm has recently served on San Antonio's CPS Energy Advisory Board for Energy Efficiency and Demand Side Management.

Professor Tajalli is an external evaluator for the Austin Learning Academy. Austin Learning Academy is a non-profit agency in Austin dedicated to helping needy families and their children to enhance their social, educational and economic opportunities. The Academy receives federal grants to provide variety of services to needy school children, and their parents. He designs assessment methodology, administers the evaluations and prepares an annual report as part of federal requirements. Dr. Tajalli also designs and conducts surveys for state and local government (e.g., Austin, San Marcos, New Braunfels, Texas Animal Health Commission).

5.5 Faculty **Diversity**

There should be evidence that specific plans are being implemented to assure the diversity of the composition of the faculty with respect to the representation of minorities, women, and persons with disabilities, Programs and plans to insure faculty diversity shall generally reflect NASPAA's diversity Guidelines

Diversity Plans
The Texas State MPA Program values and is committed to diversity. This commitment is found in the mission statement. "*The Program is distinguished by…providing professional and educational opportunities to a diverse student body.*" In addition, we are committed to diversity among the faculty. We include in our diversity plan a strategy to "use every means available to identify and recruit minority candidates for the faculty nucleus positions when available." We do this by proactively recruiting women and persons of color in every faculty search. For example, we advertise in the publications of the American Society for Public Administration's Conference of Minority Pubic Administrators, the African American Lawyers and Hispanic Issues sections of the Texas State Bar, the National Council of Black Political Scientists and Blacks in Higher Education. Texas State has a "Target of Opportunity" hire program. Each time there is a possibility of a target of opportunity hire we submit a name of a qualified minority candidate. Unfortunately, the University filled the target of opportunity hires in other departments; however, we recently hired a Hispanic faculty member (Dr. Thomas Longoria). Unfortunately, we have been unsuccessful at hiring any African American tenure track faculty.

We also have a strategy to "identify and contact qualified minorities and ask them to submit their vita to be considered for adjunct professors in the MPA Program. Since the last re-accreditation the MPA Program has employed seven African American and Hispanic adjunct faculty. Recently the process has become more challenging because the Southern Association of Colleges and Schools now requires all graduate faculty to hold terminal degrees. Many of our adjunct professors had master's degrees and extensive public service expertise. Fortunately, two African American women, Dr. Susan Johnson

and Dr. Tamela Saldana serve as adjuncts. Both have responsible positions and extensive experience in Texas State Government. The students speak highly of both.

Diversity Data:

Table 5.9 Faculty Diversity

FACULTY*	AA/EEO/ADA CATEGORY	RANK	TENURE STATUS
A	Hispanic Male	Associate Professor	Tenured
B	Asian Female	Assistant Professor	Untenured
C	Asian Male	Associate Professor	Tenured
D	White Female	Professor	Tenured
E	White Female	Professor	Tenured
F	White Female	Professor	Tenured

*Faculty listed by letter

Table 5.10 Faculty Diversity: Part-time Faculty

FACULTY*	AA/EEO/ADA CATEGORY	RANK	TENURE STATUS
A	African American Female	Instructor	Untenured
B	African American Female	Instructor	Untenured
C	Hispanic Female	Instructor	Untenured

*Faculty listed by letter

C. Faculty Searches

In the last four years there have been four MPA faculty searches. There were at least three interviews for each position. One of the searches was designed to find a junior faculty member with a general PA background that could teach in the MPA and BPA program. Thirty-five individuals applied (3 women; 15 minorities; 0 with disabilities). A minority woman was interviewed and offered the job. No other women or minorities were interviewed. In the second search the program sought an assistant professor that could teach POSI 5330 (Public Law). In addition, the person needed to be qualified to teach in the legal studies program. As a result, many lawyers from Central Texas applied for the job. Hence, this search had the largest pool (50 persons applied). Six of the applicants were women and fourteen were minorities. An African American man was interviewed. Neither a women or person with disabilities was interviewed. A white male was hired. In the third search the program was looking for a person with general public

administration background at the associate professor level. Twenty-six persons applied (2 women; 10 minority; 0 with disabilities). An Hispanic male and an African American male were interviewed. No women or persons with disabilities were interviewed. An Hispanic man was hired. In the fourth search, the program was looking for someone who could lead the effort to get a PhD Program. The position was at the full professor level. Fourteen people applied (2 women; 4 minority; 0 with disabilities). An Hispanic man, an African American man and a woman were interviewed. The woman was offered the position. Data for this section were obtained from the Texas State Equity and Access Office. Applicants responded to questionnaires sent by Equity and Access. Not all applicants responded.

STANDARD 6.0--ADMISSION OF STUDENTS

6.1 Admission Goals and Standards

Admission goals, policy and standards, including academic prerequisites, should be clearly and publicly stated, specifying any differences for pre-service, in-service or other categories of students, and reflecting specific concern for the representation of minorities, women, and persons with disabilities. Programs and plans designed to insure student diversity shall generally reflect NASPAA's Diversity Guidelines.

A. Mission, Assessment and Guiding Performance
The Texas State MPA Program prepares "students for careers as managers and leaders in public service" through a careful admission process that takes into account ability and likelihood of success and is flexible enough to ensure opportunity to a diverse set of prospective students interested in public service. In addition, our outcome assessment process and student support network attest to a high quality programs and graduates.

Although we admit both pre-service and in-service students, the vast majority of our admissions are in-service. This is consistent with our philosophy "We educate practitioners." Thus, we admit a high proportion of practitioners and take into account professional experience during the admission process in which we consider an applicant's work experience, strengths, and weaknesses. Background requirements, for example, address academic weaknesses.

In another part of our mission statement, we state that the MPA Program is distinguished by "providing educational opportunities to a diverse student body." Texas State's undergraduate programs and the Central Texas area have a large Hispanic population. For example, over 20% of the bachelor's degrees awarded at Texas State are to Hispanics. The San Marcos-Austin area is 25% Hispanic and the San Antonio Area is 60% Hispanic. African Americans make up approximately 6% of the population of Central Texas. The admissions policy allows the MPA Program to serve the population diversity that characterizes Central Texas. Because the proportions vary by semester, minority participation in the program is estimated. Approximately 39 % of our applicants are minority; approximately 42% of the students that register are minority students, and roughly 40% of our graduates are minority. Women make up a little over 50% of applicants, registered students and graduates.

B. Admission Process
A prospective student seeks admission by filling out an application and sending it to the Graduate College for processing. Once all the paperwork (transcripts, GRE Scores) is complete the file is forwarded to the MPA Director for review. The Director reviews the packet for qualifications. If necessary, students that meet admission standards may be required to take additional background courses (most often statistics). There is a procedure for conditional admission (see Standard 6.3)

Admission policies, standards, and practices are consistently applied to full-time students, (pre-service or in-service), part-time students, students with non-traditional backgrounds, transfers, minorities, women, and individuals with disabilities. Admission to the MPA Program requires an undergraduate degree in any discipline and acceptance by the Texas State Graduate College.

C. Representation
As noted earlier, the MPA Program is characterized by significant student diversity. The primary way we recruit minorities is through word of mouth. Both African American and Hispanic graduates and students are enthusiastic about the program and share this enthusiasm with their friends and colleagues. For example, 94% of African American Alumni and 93% of Hispanic Alumni would recommend the program. They perhaps recommend the program because it has helped them in their career (63% of African American alumni and 70% of Hispanic alumni strongly agree that the program helped in career advancement). Or perhaps the African American and Hispanic alumni enjoyed the accessibility of the faculty (89% of African American alumni and 97% of Hispanic alumni found the accessibility of faculty was excellent or good). The Texas State MPA Program is valued because it develops skills and knowledge, offers classes at convenient times and locations, has faculty that work closely with students on their research projects, and supports minorities. All these claims are supported in the alumni survey. See Appendix E.

The program promotes retention through networking that begins at student orientation and ends with the oral exam. For example, alumni and Advisory Council members welcome students during orientation.

Retention is also promoted through mentoring and socializing. CenTex ASPA and the Advisory Council jointly sponsor mentoring mixers. The idea began when a speaker from Texas State's Career Services addressed the Advisory Council. The best type of mentoring among graduate students tends to be informal. Subsequently, regular mentoring mixers were planned. Graduates, CenTex members, faculty and student meet each long semester, at a local restaurant for a few hours of socializing on a Friday evening. The mixers are well attended. The mixers are advertised via the student list serve, alumni list serve, class announcements and CenTex flyers and Website. The Advisory Council is committed to providing energy and input that will improve the MPA Program Website. Future opportunities for redesign of the MPA Program Website will enhance student/alumni networking.

Informal student activities also support retention. We have learned that for many courses, students have an informal class electronic distribution list where they discuss each class and support each other in the process. It appears that this informal electronic communication among students builds a sense of community. Minority students are particularly active on these distribution lists.

6.2 Baccalaureate Requirement

Admissions shall normally be limited to applicants with a baccalaureate degree from a regionally accredited institution and appropriately evaluated applicants from non-U.S. universities.

Applicants without a baccalaureate degree from a regionally accredited institution would not be considered for admission. Occasionally Texas State students in the last semester of their senior year are admitted contingent upon graduation.

6.3 Admission Factors

Admission shall be limited to applicants showing good potential for success in professional graduate study and public service. Admission standards shall include several of the following factors about each applicant: (a) performance on the aptitude part of the Graduate Record Exam or the Graduate Management Admissions Test, or equivalent tests; (b) undergraduate grade point average and trend of grades; (c) rank in graduating class; and (d) biographical and career interest data and essays; and (e) evaluation of the quality of professional experience. These admissions standards should recognize the need for different measures to establish the criteria of excellence between pre-service and in-service students. Final judgment on admission shall be based on a combination of several of the above indicators rather than on a single criterion in order to increase the quality of professional personnel entering the public service.

- **Admission Factors:**
Any student with a grade-point average of 2.75 or above (on a 4.0 scale) on the last 60 semester hours of undergraduate work before the baccalaureate and a GRE score on file in the Office of the Graduate College normally will be granted regular admission status. Students with complete admission documents (transcripts, application, and test scores) who do not meet the above minimum requirements may apply for conditional admission. Students must complete the Graduate Record Examination. Students who have a GPA of 2.75 (last 60 hours before the bachelor's degree) or above and have successfully completed the Law School Admission Test (LSAT) with a score of 140 or higher may petition the Director of Public Administration to accept these test scores as a substitute for the GRE score.

For MPA students who have a limited statistics background, three hours of credit in applied statistics will be required. Students may fulfill this requirement by enrolling in POSI 5303. Students who do not have administrative experience must take POSI 5370 Internship in Government in the first 24 hours. These background requirements can be waived by sending documentation of administrative experience directly to the MPA Director. For international students a score of 550 on the TOEFL and 3 on the TWE is required. The TOEFL and TWE are required for international students regardless of the location of their baccalaureate degree and regardless of their proficiency in English.

Table 6.1 Average GPA and GRE

SCHOOL YEAR	GPA	GRE
2005-2006	3.33	794
2006-2007	3.16	831
2007-2008	3.57	1002
2008-2009	3.16	908

Table 6.2 Admissions Attrition Record

	MINORITY FEMALE			MINORITY MALE			WHITE FEMALE			WHITE MALE			TOTAL		
SPRING 2006	**FT**	**PT**	**TOTAL**	**FT**	**PT**	**TOTAL**	**FT**	**PT**	**TOTAL**	**FT**	**PT**	**TOTAL**	**FT**	**PT**	**TOTAL**
(1) Applicants			5			5			9			14			33
(2a) Regular Admittance	1	4	5	0	3	3	3	5	8	4	9	13	8	21	29
(2b) Probationary Admittance	0	0	0	0	2	2	0	1	1	1	0	1	1	3	4
(3) Registrants	7	26	33	3	17	20	9	18	27	12	26	38	31	87	118
(4) Active Students*			38			20			42			53			153
(5) Graduates	0	6	6	0	2	2	0	5	5	0	5	5	0	18	18
SPRING 2007	**FT**	**PT**	**TOTAL**	**FT**	**PT**	**TOTAL**	**FT**	**PT**	**TOTAL**	**FT**	**PT**	**TOTAL**			
(1) Applicants			3			2			6			9			20
(2a) Regular Admittance	0	2	2	0	1	1	2	3	5	2	4	6	4	10	14
(2b) Probationary Admittance	0	1	1	0	1	1	0	1	1	0	0	0	0	3	3
(3) Registrants	5	23	28	3	19	22	8	19	27	11	33	44	27	94	121
(4) Active Students*			30			22			38			52			142
(5) Graduates	0	1	1	0	4	4	0	1	1	0	5	5	0	11	11
SPRING 2008	**FT**	**PT**	**TOTAL**	**FT**	**PT**	**TOTAL**	**FT**	**PT**	**TOTAL**	**FT**	**PT**	**TOTAL**			
(1) Applicants			8			2			6			10			26
(2a) Regular Admittance	3	3	6	0	1	1	1	2	3	1	7	8	5	13	18
(2b) Probationary Admittance	0	0	0	0	0	0	1	0	1	1	1	2	2	1	3
(3) Registrants	9	24	33	6	17	23	6	21	27	10	34	44	31	96	127
(4) Active Students*			39			27			46			58			170
(5) Graduates	0	2	2	0	3	3	0	1	1	0	3	3	0	9	9
SPRING 2009	**FT**	**PT**	**TOTAL**	**FT**	**PT**	**TOTAL**	**FT**	**PT**	**TOTAL**	**FT**	**PT**	**TOTAL**			
(1) Applicants			8			7			10			13			38
(2a) Regular Admittance	2	2	4	1	2	3	3	3	6	3	8	6	9	15	24
(2b) Probationary Admittance	0	2	2	0	0	0	0	0	0	0	1	1	0	3	3
(3) Registrants	8	30	38	6	18	24	8	26	34	11	30	41	33	104	137
(4) Active Students*			54			36			56			60			206
(5) Graduates	0	2	2	1	3	4	0	6	6	0	6	6	1	17	18

*Active students are in program but not registered for the semester

68

Probationary Student Assessments

Students that do not meet all Graduate College and MPA requirements may be admitted on a conditional or probationary basis. Students that depart only marginally from the GPA requirements and with a high GRE (e.g., GPA 2.65 and GRE 1170) are generally admitted after a meeting with the Director. In these cases the conditions of admission include attaining a 3.25 GPA in first 12 hours. Once this is achieved the student moves to unconditional admission status.

When applicants have a GPA between 2.5 and 2.74 and a GRE over 800 they are considered for probationary admission. Consideration for probationary admission begins as a meeting with the Program Director. After the meeting, other evidence of likely success in graduate school such as letters of recommendation, work experience, documentation of additional course work are submitted to the Program Director for review. Letters of recommendation from past or current students are particularly useful. Graduates and current students understand the course requirements and know the abilities of the applicant. Two MPA faculty and the Program Director review the material and if the evidence is compelling sign off on an "Admission Justification" form. The applicant file (with faculty signatures) is forwarded to the Dean of the Graduate College for review and signature. Again, the conditions of admission include attaining a 3.25 GPA in first 12 hours. Once this is achieved the student moves to unconditional admission status.

Applicants with a GPA below 2.5 may take courses as a non-degree seeking student. If they perform well in the classroom they can be considered for probationary admission. Once an applicant has proven himself or herself in the classroom the process to be considered for probationary admission is similar to that used for students with a 2.5 to 2.74 GPA. Non-degree seeking students have a different code on the class roster are carefully monitored.

D. Enrollment/Size of Program

Table 6.3 Program Size – Number of Students Registered

YEAR	FULL-TIME F	FULL-TIME SP	PART-TIME F	PART-TIME SP	TOTAL F	TOTAL SP	MINORITY F	MINORITY SP	FEMALE F	FEMALE SP	DISABILITIES F	DISABILITIES SP
2005-2006	31	22	90	96	121	118	45	52	58	60	1	1
2006-2007	16	22	98	99	114	121	49	54	58	53	1	0
2007-2008	27	29	99	98	126	127	55	47	63	53	0	0
2008-2009	27	35	100	102	127	137	43	65	55	75	1	1

STANDARD 7.0 – STUDENT SERVICES

Student Services and Mission statement: The role of student services is related to program mission statement in a variety of ways. The mission statement includes reference to the fact that the program is distinguished by "enabling rich and frequent contacts between students and faculty." The faculty is very accessible. Faculty members advise students as part of their ongoing activity. Interaction between faculty members and students begins when students are admitted to the program. An orientation session is held to introduce the new students to the faculty. At this event, faculty members tell students something about their areas of interest for research and teaching, thus beginning a conversation with the new student cohort. This event also begins fulfillment of another part of the mission statement that says that the program is distinguished by "providing students with professional networking opportunities." Speakers at the orientation session include alumni, Advisory Council officers as well as members of the local CenTex ASPA chapter.

Since most of our students have full time jobs, we place more importance on networking and developing professional ties than placement. We believe that networking and ties to professional associations are critical components of long run career success. This commitment is found in our mission statement that emphasizes providing students with "professional development opportunities." We rely heavily on the very active CenTex chapter to provide mentoring mixers and the list serves that kept students informed about CenTex activities (state conference, luncheons). In addition, Dr. Howard Balanoff provides opportunities for students to network with practitioners during the annual CenTex ASPA/CPM conference that students are encouraged to attend. This conference always has a session where former students present their Applied Research Projects. The MPA program also provides a networking opportunity through the Pi Alpha Alpha ceremony during which new members are initiated into the national honor society.

7.1 Advisement and Appraisal

Strong and continuous program advisement, career guidance, and progress appraisal shall be available for all students from the point of admission through graduation.

A. Advising System
Upon acceptance to the MPA program students are encouraged to schedule an appointment with Dr. Shields (MPA Advisor). During the initial appointment students learn about the program and have their questions answered. Feedback from exit interviews, the alumni survey and student survey indicated that students often felt unprepared for the Applied Research Project. In light of that feedback, Dr. Shields now discusses the Applied Research Project (ARP) requirement and shows the new students the ARP ecommons site and encourages them to become familiar with existing ARPs http://ecommons.txstate.edu/arp/ .

The formal process continues with the student orientation (mentioned above), which is held on the day before classes begin in the Fall Semester. Students receive an initial

orientation from the Graduate College and then receive a specific orientation from the MPA Director and the MPA faculty about Program courses and options. Also participating at the initial MPA orientation are members of both the MPA Advisory Council and CenTex ASPA Board, which includes MPA alumni and students.

After the initial orientations are held, MPA students are encouraged to contact Dr. Shields or Ms. Weidner on an as-needed basis. Ms. Weidner is well qualified and available to answer questions over the phone during business hours. Students also use e-mail to contact Dr. Shields or Ms. Weidner. They usually receive a reply within 24 hours. In addition students receive continuous advisement from all MPA faculty through their courses. Assessment measures such as the alumni and exit surveys and exit interviews support the belief that our advising services meet student needs: 90% of recent alumni indicate advising is excellent or good, and 78% of students surveyed indicate advising is excellent or good.

Students are also kept up to date with program information through the MPA-L list serve. Notice of program activities and news goes out to the students. In addition, students are kept abreast of activities through the TRACS system (Texas State equivalent of Blackboard).

Although Texas State has no special advisement programs for minorities and women, MPA faculty are sensitive to the special needs of these groups. Several of our faculty members are associated with ASPA's Section on Women in Public Administration (SWPA), and Dr. Pat Shields is the section chair.

Texas State's Office of Career Services offers many career counseling sessions and job fairs open to all students (more detail is provided below). An MPA student (Chris Jones) is a member of the Advisory Council and works at career services. The faculty and Advisory Council are working with him to make our events more successful. Of particular interest to our students are the sessions that focus on local, state and federal government employment. The most recent career fairs held in 2008 and 2009 included representatives from US EPA and the Departments of HHS, Justice, Commerce, Energy, and Homeland Security, as well as a variety of state and nonprofit organizations.

B. Financial Assistance
An overwhelming majority of the MPA students that attend the MPA Program are in-service students. They already hold full time jobs and are enrolled in evening classes. Some receive reimbursement compensation from their employers. MPA students are eligible to serve as teaching assistants for the Department of Political Science. They also serve as editorial assistants to the journal *Armed Forces & Society*. In 2005-2006, two students were funded through assistantships; in 2006-2007 and 2007-2008 one student was funded. For the 2008-2009 academic year, six MPA students received assistantships. The MPA Program awards the Francis Rich Scholarship. The scholarship is named for the former Chair of the Political Science Department and founder of the MPA Program. This scholarship is typically awarded to one student each year. The Graduate College

offers annual scholarships. On average, two MPA students each year receive this scholarship.

Table 7.1 Financial Assistance 2005 - 2009

YEAR	ASSISTANTSHIPS	SCHOLARSHIPS	*ARMED FORCES & SOCIETY ASSISTANT*
2005-2006	2	2	1
2006-2007	2	2	0
2007-2008	3	2	1
2008-2009	6	2	1

C. Student Attrition

The MPA program has had a moderate rate of attrition over the years. Since the Program is offered in the evening and students can often take as few as one course per semester, most of our MPA students eventually graduate. However, they may take a few extra years to complete their program.

The MPA Program faculty work hard to keep our students enrolled. We advise them to reduce their course loads or leave the university for a semester when their workloads increase beyond their capability.

Table 6.2 illustrates the number and percentage of students that are no longer active in the MPA Program. The MPA-L and MPAJOBS-L electronic list serves helps us to stay in contact with students that are not enrolled in classes. Currently there are 130 subscribers to the MPA-L list serve. While this number includes faculty and a few graduates, it also includes students that have temporarily dropped out of the program.

7.2 Placement Service

The program and/or the institution shall provide an adequate placement service oriented to public affairs and administration.

A. Placement Assistance

Each MPA faculty member provides career guidance to our MPA students. For example, most of our faculty are members of professional organizations such as the Texas

Municipal League and the American Society for Public Administration (ASPA). The MPA faculty strongly encourages our MPA students to join these organizations as student members because these professional organizations often provide job assistance to new students seeking entry into many fields of interest such as city management, state and federal service.

Students interested in employment opportunities also are encouraged to join the MPAJOBS-L list serve. Internship opportunities are also posted. Employers around Texas routinely send job postings to the MPA Program that are posted to the JOBS list serve. Alumni that are interested in job opportunities are also welcome to be part of the JOBS list serve.

Most MPA students are in-service students and already hold jobs in either state or city government. Much of our counseling is aimed at helping them move up in the organizations in which they are employed.

MPA students have access to a wide variety of career-related programs and services through the University's Office of Career Services. Located in the LBJ Student Center, the Office of Career Services provides assistance and services such as how to write a resume, how to do research to find a job and how to interview with a prospective employer. These services are provided to both undergraduate and graduate students. Specialized assistance to disabled students is also available through the Office of Career Services. The Office of Career Services provides an on-line service to students called Jobs4Cats. The site provides access to:

• On- and Off-campus part-time jobs, summer work and internship listings
• On- and Off-campus Work-Study jobs
• On-campus interviews for full-time jobs and internships
• Electronic resume referrals to employers
• Electronic resume, cover letter and transcript storage
• Track your resume referrals

The Office of Career Services runs a series of job fairs throughout the year. In 2008-2009 the following career fairs were provided:

Health Professions and Social Services Job Fair: Professionals representing many of the top health and social services organizations and agencies in Texas and other states were on campus, to point out the advantages of their operations and to fill staffing needs.

Fall Job and Internship Fair: The Fall Job and Internship Fair is an opportunity for all students to visit with employers regarding different careers, internships, part-time and summer jobs, and/or full time employment following graduation. Many of the employers who attend the Fall Job and Internship Fair schedule on-campus interviews later in the fall semester.

Careers in Water Resources Job Fair: The Careers in Water Resources Job Fair provided an opportunity to visit with employers who represent companies and agencies focused in water and environmental fields.

 Spring Job and Internship EXPO: Job and Internship EXPO is open to any and all college degree-seeking students/job seekers. Students/job seekers had the opportunity to visit with employers about full-time, internship and summer opportunities.
A nonprofit career fair is scheduled for 2010.

B. Follow-up of Graduates

Since 2005, the MPA program has graduated 99 students. They are placed in the following jobs:

Table 7.2 Follow-Up of Graduates

YR	Alumni ID	Employment	Gender	Ethnicity
2005	1	City of Bastrop, Planning Assistant	Male	White
2005	2	21st Century Community Learning Centers Program, Manager III	Female	White
2005	3	Home Depot, Human Resources Director, Austin, Marble Falls, Bee Caves	Male	Hispanic
2005	4	Kileen ISD	Female	Black
2005	5	Texas Youth Commission, Case Manager III	Male	White
2005	6	City of Austin Police Department, Technology Supervisor	Male	Black
2005	7	Ph.D. Program Student, Houston	Male	White
2005	8	American Heart Association, VP Cultural Health Initiatives	Male	Black
2005	9	Austin Energy-City of Austin, Project Coordinator	Male	Hispanic
2005	10	City of Austin Financial Services Budget Office, Senior Budget Analyst	Male	White
2005	11	Health & Human Services Commission, Senior Auditor	Male	Black
2006	12	Office of Senator Robert Nichols, Chief of Staff	Male	White
2006	13	North Carolina State University, Ph.D. Candidate	Female	Black
2006	14	Texas Water Development Board, Systems Analyst	Female	White
2006	15	Frontline Conservation Real Estate, Conservation Broker	Female	White
2006	16	Board of Nurse Examiners, Manager	Male	White
2006	17	Texas A&M University, Information Security Officer	Male	Hispanic
2006	18	State of Texas	Female	Hispanic
2006	19	Travis County Court House, Court Clerk	Male	White
2006	20	Capital Metropolitan Transportation Authority, Business Development Manager	Female	Hispanic
2006	21	City of San Antonio, City Managers Office	Female	Hispanic
2006	22	Texas Parks & Wildlife Department, Wildlife Permits Specialist	Male	White
2006	23	Byrd's General Contracting, Project Manager	Female	Black
2006	24	Maximum Entertainment, Event Coordinator	Male	White
2006	25	Lutheran Social Services of the South, Director	Female	White
2006	26	Travis County, Budget Analyst	Female	White

2006	27	Texas Engineering Extension Service, Resource Manager	Male	White
2006	28	Round Rock Housing Authority, Executive Director	Female	White
2006	29	City of NY, Human Resources Division	Male	Hispanic
2006	30	Texas State University-San Marcos, Computer Tech II	Male	White
2006	31	North Carolina State University, Law School Student	Female	Black
2006	32	Farmers Insurance, Assistant	Female	White
2006	33	Governors Office	Male	White
2006	34	Lloyd Gosselink Attorney, Government Relations & Marketing Coordinator	Female	Hispanic
2006	35	Texas Facilities Commission , Marketing & Outreach Coordinator	Female	White
2006	36	St. David's Community Health Foundation Leadership, Community Relations Coordinator	Female	Black
2006	37	Texas Department of Transportation, Analyst	Female	White
2006	38	Private Contractor, Afghanistan	Male	White
2006	39	Texas Department of Insurance, Program Specialist	Female	White
2007	40	National Defense University, Program Assistant	Female	White
2007	41	Austin Community College, Student Recruitment	Female	Black
2007	42	Department of Health Services, Program Specialist V	Male	White
2007	43	City of Austin, City Managers Office, Executive Assistant	Female	White
2007	44	Future-Link Technologies, Grant Writer	Male	White
2007	45	Pedernales Electric Cooperative, Economic Development Rep.	Female	White
2007	46	Senator West, Legislative Aide	Female	White
2007	47	Texas Department of Family & Protective Services, Director Program Coordination	Male	White
2007	48	Texas Education Agency, Research Specialist & Statistics	Male	Hispanic
2007	49	Department of Family Protective Services, Investigation Supervisor	Male	Hispanic
2007	50	Texas Guaranteed Student Loan Corporation, Business Analyst	Male	White
2007	51	The Children's Shelter, Foster Care Specialist	Male	Hispanic
2007	52	Department of Health Services, Inspector Generals Office, Medicaid Fraud Investigator	Female	Hispanic
2007	53	Department of Family Protective Services, Systems Analyst	Female	White
2007	54	Senate Research Center, Bill Analyst	Female	White
2007	55	Texas Residential Construction Commission, Investigator	Male	Hispanic
2007	56	Austin American Statesman, Database Administrator	Male	White
2007	57	City of San Marcos, Director of Public Works	Male	Hispanic
2007	58	The Texas Public Policy Foundation, Fiscal Policy Analyst	Male	Hispanic
2007	59	Texas Department of Transportation, Admin IV	Female	White
2007	60	National Center for Farm Worker Health, Resource Center Manager	Male	White
2007	61	Texas Education Agency, Research Specialist	Female	Hispanic
2007	62	Office Of Rural Community Affairs, Senior Disaster Recovery Program Analyst	Male	White
2007	63	Texas Commission on Environmental Quality	Male	White
2007	64	Texas House of Representatives, Budget Analyst	Male	White

2007	65	Texas Legislative Budget Board	Male	White
2007	66	Texas Department of Family & Protective Services, Conservatorship Specialist II	Female	Hispanic
2007	67	Legislative Council, Legislative Receiving Specialist at Texas	Male	White
2007	68	Texas Youth Commission, Human Resources Compensation & Classification Analyst	Female	Hispanic
2008	69	Peace Corps	Female	Hispanic
2008	70	Scott & White, Pregnancy Prevention Program – Public Speaker	Male	Black
2008	71	Texas State University-San Marcos, Accounting Office, Accountant I	Male	Hispanic
2008	72	Round Rock ISD, Executive Assistant	Female	Hispanic
2008	73	City of Wimberly, Planning Tech.	Female	White
2008	74	Texas Commission on Environmental Quality, Engineering Specialist	Male	Black
2008	75	Texas Care for Children, Policy Aide	Male	White
2008	76	U.S. Probation Department, Federal Probation Officer	Male	Hispanic
2008	77	Austin Energy, Project Manager, Records Manager	Male	White
2008	78	Williamson County Juvenile Services, Senior Supervisor	Male	White
2008	79	San Antonio Fire Department, Fire Fighter, Lieutenant	Male	White
2008	80	Texas Commission on Environmental Quality, Budget Analyst	Male	White
2008	81	Prudential Overall Supply, Plant Superintendent	Male	White
2008	82	Texas Wesleyan University Law School, Student	Female	Hispanic
2008	83	Texas Legislative Council	Female	White
2008	84	Attorney-Municipal Law	Male	White
2009	85	City of Austin	Male	White
2009	86	City of Austin	Female	White
2009	87	Comptroller of Public Records	Female	Hispanic
2009	88	Mary Dell Achievement Center	Female	White
2009	89	Law School	Female	White
2009	90	Returning to China	Male	Asian
2009	91	Retired, State of Texas	Female	Hispanic
2009	92	U.S. Army	Male	White
2009	93	Ph.D. Program Student, Tennessee	Male	White
2009	94	State Department, Provincial Reconstruction Team Advisor	Male	Hispanic
2009	95	Travis County Sheriff's Office	Male	Hispanic
2009	96	Drug Court Coordinator New Braunfels, TX	Male	White
2009	97	Ronald McDonald House	Female	White
2009	98	City of Austin	Male	Black
2009	99	Texas Education Agency	Female	Hispanic

STANDARD 8.0--SUPPORT SERVICES AND FACILITIES

8.1 Budget

The program shall have financial resources sufficient to support its stated objectives.

A. Budget Process
As was the case in our previous self-study, the budget is prepared by the Chair of the Political Science Department. It is usually prepared in April for the coming academic year that begins in August. The Chair first consults with the MPA Director who, in turn, consults with the MPA faculty. All requirements and needs are passed on to the Chair of the Department of Political Science in the form of recommendations. The Chair completes and submits the Public Administration budget request to the Dean of the College of Liberal Arts after review and discussion.

B. Budget Sufficiency
Funding for the MPA program is divided into two fund numbers within the larger university budget (3-1130, Political Science Department; 3-1131, Master of Public Administration Program). Faculty salaries are located in the Political Science fund. It should be noted that Public Administration faculty often teach at the undergraduate level, the Political Science Department offering both a major and minor in public administration. Political Science undergraduate survey courses are also taught at the undergraduate level.

During the 2008-2009 school year the 10 faculty who comprise the MPA nucleus earned a total of $1,045,387 (including summer teaching and benefits). Ms. Dodie Weidner is assigned to the MPA program. Other administrative assistants (Coleen Rankin and Jo Korthals support the program (course book orders, library book orders, travel, some faculty searches). Jenni Small the departmental technical support person also supports the MPA faculty. Taken together the budget for support staff is approximately $86, 115. (Only a portion of Ms. Rankin, Korthals and Small's salary is used to calculate this figure). The department also supported six MPA student Instructional Assistants. The value of this support is $60, 912. In additions during the summer, graduate students are available on an ad hoc basis for special projects.

There are sufficient travel resources to fund two trips a year and sometimes three for faculty presenting papers. It should be noted that Dr. Balanoff funds his trips out of the Certified Public Management budget. Travel funds (mileage) for off campus teaching came to $1,190 in the 2008-2009 academic year.

Each tenure or tenure track faculty has a budget of $1,700 per year to spend on books for the library. This is addition to an extensive budget for periodicals. See Appendix I.

Thus we believe our program has "financial resources sufficient to support its stated objectives."

C. Salary Information

Table 8.1 Faculty Salary Data (9 Months)

RANK	NUMBER	MEAN	MEDIAN
Professor	6	83811.71	81439.84
Associate Professor	2	74033.60	74033.60
Assistant Professor	2	50702.14	50702.14
Instructor	0	0	0

8.2 Library Services

All students and faculty shall have reasonable access to library facilities and services that are recognized as adequate for master's level study in public affairs and administration. This would normally include texts, monographs, periodicals, serials, pamphlets, and research reports. The program faculty should have a major role in selecting library acquisitions for its program.

A. Library Support

Albert B. Alkek Library is the most important information resource of the Texas State University community. The Alkek Library Collection Includes:

- More than 1.4 million printed volumes
- 97,000+ electronic journals
- 155,000 e-books
- 300+ databases
- Over a half-million microform & audio-visual materials

Alkek Library is a selective depository for U.S. and Texas government documents. A new addition to the library is eCommons@TxState an institutional repository, or digital collection, of the intellectual output of Texas State University.

Adequacy of the Library Collection: An Analysis

Given that the field of Public Administration is eclectic, drawing from many fields, a decision was made to delimit the analysis, for the most part, to core public administration literature. Therefore, only portions of The Library of Congress Classification Outline Subclass JF, JK, JL, JN and JS were included in the following analysis. See Appendix I for a complete listing of public administration related data bases and journals.

B. Library Program Role

In addition to the periodicals, each PA faculty has a library budget of $1,700 every year to purchase books from the library. An administrative assistant, Jo Korthals, receives requests for books from faculty and relays the requests to the library where they are

subsequently purchased.
8.3 Support Personnel

Adequate secretarial and clerical personnel should be available to enable the program to meet its educational objectives.

Personnel Assistance
The Political Science Department has three highly competent administrative assistants. One of these assistants is assigned to the MPA program. Ms Weidner is responsible for maintaining the program filing system, and processes/monitors applications as they move through the Graduate College to full acceptance. She also schedules advising appointments for Dr. Shields, maintains a program data base and alumni directory. She coordinates the program learning outcomes system making the questionnaires available at the oral exam and sending questionnaires to the external reviewers. She works with the library to ensure all documentation is forwarded so that Applied Research Projects can be posted to the web. She works with Advisory Council officers to ensure all materials are ready for these meetings. She coordinates all data collection efforts for NASPAA reports and works with honor students to become members of Pi Alpha Alpha. When there is a PA faculty search she coordinates this effort.

All three assistants are also responsive to the Chair for department-wide responsibilities (The MPA Assistant schedules appointments for the undergraduate advisor and assists the MA in political science advisor). Student workers (i.e., work-study) are also available on a continuing basis.
A full-time staff member, Ms Jenni Small, Director of the Liberal Arts Computer Lab, serves as the Technical Support Person (TSP), for the Political Science Department and is responsible for a network of over fifty computers and associated printers.

8.4 Instructional Equipment

Program faculty and students should have access to appropriate equipment for coursework and research, including computer facilities, visual aid devices, audio and video tapes and films.

A. Computer Support
Liberal Arts Computer Lab

The Liberal Arts Computer Lab is located in the Evans Liberal Arts Building. This lab is open to all students, regardless of major or classification. Available for student use are 33 Dell PC's and 9 Apple computers. Additionally, students have access to 2 duplex printers, 1 color duplex printer and 4 high quality scanners.

Other Computer Labs
The Academic Computer Labs offer faculty, staff and students access to a state-of-the-art

computing environment for training, Internet research and general use of computer technology as effective learning. The Derrick 114 lab facilities are open 24 hours a day Sunday evening though Friday evening and Saturday's noon to 5:00 pm with support provided by student workers.

Computer Replacement Program (CRP) is to ensure HEAF-eligible faculty and staff have computers that operate well within the Texas State network environment and can be used to run supported Windows and Macintosh software. Through the CRP, the University has dedicated HEAF funds to provide faculty and staff with Dell or Apple desktop computers that are configured to function effectively for a minimum life cycle of three years. All full-time public administration faculty are covered by this program.

B. Audio-Visual Support:
Instructional Technologies Support provides the faculty and the Texas State University community instruction, leadership and support for all phases of instructional design, development, and deployment. In resolving instructional challenges we offer knowledgeable and professional guidance, tools and products, while implementing all appropriate technologies for teaching and learning.

All classrooms are configured with computers, projectors, visual presenters, VCR's, DVD's and software appropriate to their instructional goals. Instructional designers are provided to help develop instructional materials and then we help the faculty produce them with professional media staff. Graphic artists, videographers, digital video producers, photographers, web programmers and specialty programmers are all available. The division can also arrange to mount, monitor, and support software in our server farm.

Software Installed on Classroom Computers
Each classroom has a media cabinets and lecterns For Macintosh computers the cabinet includes OSX, Office 2008 (Word, PowerPoint & Excel), Adobe Reader, Shockwave player, Flash player, iTunes, QuickTime, Safari, Firefox, RealPlayer, VLC (Divx player), Windows Media Player, Flip 4 Mac and CD/DVD playing software. The PC computers installed in our media cabinets and lecterns come with Microsoft Windows XP Pro, Office 2007 (PowerPoint, Word, Excel, etc.), McAfee Virus Scan, Adobe Reader, Shockwave player, Flash player, iTunes, Quicktime, Firefox, Realplayer Alternative, Divx, Audacity, DVD playing software, and CD authoring software. SPSS has also been installed in all Political Science classrooms.

8.5 Faculty Offices

The offices for faculty should provide adequate space and privacy for student counseling, course preparation, and other faculty responsibilities.

Office Arrangements: All Public Administration faculty have their own private offices. Each office includes a desk, executive chair, other chairs, phone, networked computer and file cabinet. The office of the MPA Program Director is adjacent to a suite of

departmental offices. The Program Director is assigned a second computer that is used for program administration purposes.

8.6 Classrooms

Appropriate classrooms should be available for the courses being offered. This would normally include rooms suitable for seminars, case discussions, simulation exercises, and lectures.

Classroom Arrangements:
We have "fully wired" classrooms (see Standard 8.4, A & B, above) that meet, or exceed, all of our instructional needs: e.g., seminar, moot court/simulation, lecture, computer lab. All on-campus MPA courses are taught in the Evans Liberal Arts Building. Austin courses are taught at the Brown-Heatly State Office Building, 49th & Lamar, as well as at the Round Rock Center, Texas State University. The Round Rock Center has an available Campus Technology Center.

8.7 Meeting Area

An appropriate area should be available for students and faculty to meet informally and discuss class projects, internship experiences, and other program matters.

Meeting Area Arrangements:
The Texas State campus offers many locations where students and faculty are able to informally meet. Two sites, in particular, are worth noting:

LBJ Student Center

Centrally located between Alkek Library and the McCoy College of Business, the LBJ Student Center is a destination for every Texas State student. Often referred to as LBJ, the center is a main stop in the campus bus system and a central meeting point for students. We are a place where you can have that once-in-a-lifetime experience or enjoy everyday activities. Many services are centrally located here to help ease your hectic schedule. Shopping, dining, computer labs, study areas and student services such as Career Services can all be found here. There are numerous meeting and study rooms available for use by students, faculty and staff throughout the building in the LBJ Student Center.

Appendices

Appendix A

MPA Program
Student Learning Outcomes Assessment
2008-2009

Evidence of Improvement:
This year the faculty made significant changes to the rubrics to assess learning outcomes, and it is impossible to gage year-to-year improvement. However, the pretest posttest methodology enabled us to gage improvement over the course of the master's program. From that perspective, the statistically significant improvement in students' ability to use reasoned arguments to judge evidence in public policy and administration was demonstrated.

This is the first year the faculty used a rubric to judge whether the Applied Research Projects demonstrated knowledge and comprehension. Hence, there is no way to compare and address improvement. Likewise, the rubric was also changed for the external reviewers. Hence, it is impossible to compare and address improvement. Last year the external reviewers found that 90 percent of the Applied Research Projects included material on six curriculum components. The papers were not assessed for evidence of knowledge or comprehension (just presence).

This year the faculty made significant changes to the rubrics, and it is impossible to gage year-to-year improvement. On the other hand, the pretest/posttest methodology enabled us to gage improvement over the course of the master's program. From that perspective, the statistically significant change in writing clarity and grammar/punctuation was demonstrated. Hence, over the course of the MPA program, students' ability to write clearly (structure, content) and use correct grammar/punctuation improved significantly. In addition, the pretest posttest methodology enabled us to demonstrate statistically significant improvement in the students' ability to see patterns and classify information, concepts, and theories in public policy and administration. Despite this inability to compare data on some outcomes, we believe that the methodological changes we've made have strengthened our assessment strategies and will lead to important insights in the future.

NOTE – For purposes of the self-study report Outcome 1 and 2 were reversed. The university, in its larger student learning outcomes assessment effort, used the order that follows.

Outcome 1:
Students will demonstrate the ability to communicate effectively in writing.

Method 1
External Review: The student's writing will be assessed using a pretest/posttest methodology. This methodology should show the value added of the MPA Program with

respect to the students' writing ability. The pretest writing sample is collected from Political Science 5321 (Introduction to Public Policy and Administration). Students are asked to evaluate two lead journal articles from Public Administration Review (the lead journal in public administration). The writing samples (<u>students' evaluation of the articles</u>) are sent to external reviewers the last week of the semester. The external reviewers are practicing public administrators who have previously evaluated Applied Research Projects. The external reviewers will use an evaluation rubric to assess the clarity, and grammar of the writing sample. The grid uses the following rating categories: exceeds standards, meets standards, needs some improvement to meet standards and needs substantial improvement to meet standards. The posttest is performed using the Applied Research Project (capstone paper). The Applied Research Project is completed over a semester and is an empirical research project dealing with a significant public administration or public policy problem. The papers are generally 60 to 100 pages. Again the external reviewers read the paper and fill out an evaluation grid with identical questions. The external reviewer is part of an oral exam committee. The committee, which is composed of two faculty and the external reviewer (respected practitioner in public administration), receive the Applied Research Project one week before the oral exam. The oral exam is held the 14th or 15th week of regular classes, and the grid is filled out at the close of the oral exam. The evaluation categories for the Applied Research Project are the same as used for the paper: exceeds standards, meets standards, needs some improvement to meet standards, and needs substantial improvement to meet standards. Subsequently, the pretest and posttest data are collected and compared. Our target is a statistically significant improvement in the writing clarity and use of grammar. The average writing clarity and use of grammar score for students on the posttest should be higher than on the pretest. A t-test will be used to determine if this difference is statistically significant ($p < .05$).

Result 1: In the academic year 2008-2009, 30 graduate student papers from POSI 5321 (Introduction to Public Policy and Administration) were assessed using a rubric. They were assessed in order to measure the student's writing clarity and use of grammar and punctuation. External reviewers (practitioners in public administration) reviewed the papers. The scores from the external reviewers became the pretest scores in the assessment of writing clarity, grammar and punctuation.

In academic year 2008-2009, 23 graduate student Applied Research Projects were assessed using a rubric. They were assessed in order to measure the student's writing clarity and use of grammar and punctuation. The Applied Research Project is the capstone project and is completed at the end of the masters program. External reviewers (practitioners in public administration) reviewed the Applied Research Project. The results of the assessment were used as a posttest. Pre and post-test scores were compared using an independent t-test. The goal of collecting these two types of data (pre and post test) was to measure the improvement in writing clarity and punctuation and grammar among MPA students comparing writing samples at the beginning and end of the program.

The rubric in each case used a scoring of 1 to 4 with 1 = Needs substantial improvement to meet standards; 2 = Needs some improvement to meet standards; 3 = Meets standards and 4 = Exceeds standards.

The average score for writing clarity (structure) among the POSI 5321 students was 2.53. The average score for writing clarity (structure) among the Applied Research Project students was 3.35. This represented a statistically significant improvement in writing clarity (structure) between the beginning of the program and the Applied Research Project (t = 3.42; p=.001).

The average score for writing clarity (content) among the POSI 5321 students was 2.67. The average score for writing clarity (content) among the Applied Research Project students was 3.40. This represented a statistically significant improvement in writing clarity (content) between the beginning of the program and the Applied Research Project (t = 3.93; p=.0001).

The average score for writing punctuation and grammar among the POSI 5321 students was 2.43. The average score for punctuation and grammar among the Applied Research Project students was 3.10. This represented a statistically significant improvement in punctuation and grammar between the beginning of the program and the Applied Research Project (t = 3.04; p=.004).

The results show that MPA students' writing (clarity, grammar and punctuation) improves over the course of the program. When these data are examined using percentages, they show that at the beginning of the program almost 43.3% of the student papers met or exceeded standards for writing clarity (structure) and 53.3% met or exceeded standards for writing clarity (content). The Applied Research Projects were much stronger: 85% of the papers met or exceeded standards for clarity (structure) and 95% met or exceeded standards for writing clarity (content). The percentage difference was +41.7% for writing clarity (structure and content). Thus, 43% of the POSI 5351 papers met or exceeded standards for grammar/punctuation, whereas 80% of the Applied Research Projects did so. This represents a +37% change in grammar/punctuation between the beginning of the program and the end.

The program faculty has learned through exit surveys that MPA students often feel poorly prepared for the writing demands of the Applied Research Project. In the future, program faculty will provide the students with more detailed feedback on their writing between the Introduction class (POSI 5321) and the capstone requirement (ARP – POSI 5397).

Method 2
Faculty Review: This method uses both the capstone paper of the Master of Public Administration Program (Applied Research Project) and the oral exam where the paper is defended. The oral exam committee is composed of two faculty and a public administration practitioner. The graduate faculty committee members receive the Applied Research Project one week before the exam. The oral exam is held the 14th or 15th week of regular classes. The Applied Research Project is completed over a semester and is an empirical research project dealing with a significant public administration or public policy problem. The papers are generally 60 to 100 pages. The grid is filled out at the close of the oral exam. The faculty reviewers will use an evaluation rubric to assess the clarity, grammar, and citation convention of the writing sample. The grid uses the following rating categories: exceeds standards, meets standards, needs some improvement to meet standards and needs substantial improvement to meet standards. Our target is that 80% of the papers will be rated as either meets or exceeds standards for

writing clarity (structure and content), use of grammar, and citation convention (internal referencing and bibliography).

Result 2: In academic year 2008-2009, 23 graduate student Applied Research Projects were assessed using a rubric. They were assessed in order to measure the student's writing clarity, use of grammar and punctuation, bibliography and internal referencing. The Applied Research Project is the capstone project and is completed at the end of the master's program. The faculty reviewers found that 93.3% of the papers met/exceeded standards (28. 9% met: 64.4% exceeded) with respect to writing clarity (structure), 91.1% of the papers met/exceeded standards (26.7% met: 64.4% exceeded) for writing clarity (content), 93.4% of the papers met/exceeded standards (38.8 % met: 55.6% exceeded) for grammar and punctuation, 97.7% met or exceed standards (33.3%met: 64.4% exceeded) in their bibliography and 95.5% met or exceeded standards (33.3% met: 62.2% exceeded) in their internal referencing. Of the five, grammar and punctuation is the lowest. The faculty should provide students with more explicit feedback on their grammar and punctuation throughout the program.

Action Plan:
Exit surveys reveal that students often feel ill prepared for the writing demands of the Applied Research Project. At the same time, exit surveys reveal that students find the POSI 5335/Applied Research Project course sequence among the most valuable in the program. The much lower scores in writing among the POSI 5321 students reaffirm the exit survey results. In order to address this gap, the program faculty have agreed to do a systematic review of each core course to see how writing assignments can better prepare students for the writing demands of the Applied Research Project. In addition, during the 2009-2010 academic year, faculty will emphasize the importance of grammar/punctuation and writing clarity on the syllabus. Students with writing deficiencies will be advised to use a style guide and seek help through the Writing Center. Students will also be required to complete on-line interactive quizzes to improve their abilities in the identified writing problem area. The quiz is found at http://grammar.ccc.commnet.edu/GRAMMAR/quiz_list.htm. The score will be sent to their supervising professor for tracking and recording purposes.

Outcome 2 Knowledge and Comprehension of NASPAA Curriculum Components
Students will demonstrate knowledge and comprehension of the eleven curriculum components standards of the National Association of Schools of Public Affairs and Administration's accreditation. The curriculum standards represent the body of knowledge an MPA graduate is expected to master. The curriculum standards include 1) Human Resource Management; 2) Budgeting or Financial Management; 3) Information Management/Technology applications; 4) Policy and Program Formation; 5) Program Implementation/Evaluation; 6) Decision-Making; 7) Problem-Solving; 8) Political/Legal Institutions and Processes; 9) Economic/Social Institutions and Processes; 10) Organization/Management Concepts; 11) Ethics. The reviewers will strongly agree or agree that 80 percent of the student papers demonstrated knowledge and comprehension of at least 8 of the curriculum standards of the National Association of Schools of Public Affairs and Administration.

Method 1

External Review: This method uses both the capstone paper of the Master of Public Administration Program (Applied Research Project) and the oral examination where the paper is defended. The Applied Research Project is completed over a semester and is an empirical research project dealing with a significant public administration or public policy problem. The paper runs 60 to 100 pages. It is defended in the 14th or 15th week of the semester. This method involves assessment by an external reviewer. The oral exam committee is composed of two graduate faculty and a public administration practitioner. The committee members review the paper in the week preceding the oral exam examination. At the completion of the oral exam the external reviewer is asked to evaluate the student's knowledge and comprehension of each of the curriculum standards using an evaluation rubric. The rubric uses strongly agree, agree, neither agree or disagree, disagree, strongly disagree or the ARP did not incorporate this topic enough to judge.

Result 1: In academic year 2008-2009, 23 graduate students defended their Applied Research Project in an oral examination. They were assessed in order to measure their knowledge and comprehension of the eleven curriculum components standards of the National Association of Schools of Public Affairs and Administration's accreditation. The curriculum standards represent the body of knowledge an MPA graduate is expected to master. The curriculum standards include 1) Human Resource Management; 2) Budgeting or Financial Management; 3) Information Management/Technology applications; 4) Policy and Program Formation; 5) Program Implementation/Evaluation; 6) Decision-Making; 7) Problem-Solving; 8) Political/Legal Institutions and Processes; 9) Economic/Social Institutions and Processes; 10) Organization/Management Concepts; 11) Ethics. The Applied Research Project is the capstone project and is completed at the end of the master's program. The external reviewer panels strongly agree or agree that 52.8 percent of the student papers demonstrated knowledge of at least 8 of the curriculum standards and that 57.1 demonstrated comprehension of at least 8 of the curriculum standards of the National Association of Schools of Public Affairs and Administration. The papers fell short of the target that 80% of the papers would demonstrate knowledge and comprehension of at least 8 of the curriculum standards of the National Association of Schools of Public Affairs and Administration. The curriculum components most likely to be successfully incorporated into the Applied Research projects were Economic/Social Institutions and Processes (knowledge = 89.9%; comprehension = 87.5%), Policy and Program Formation (knowledge = 89.9%; comprehension = 80%), Decision-Making (knowledge = 83.3%; comprehension = 75%), Problem Solving (knowledge = 82.4%; comprehension = 80%), Program Implementation/Evaluation (knowledge = 77.8%; comprehension = 75%) and Organization/Management (knowledge = 77.8%; comprehension = 75%). Note: this outcome will be changed since the National Association of Schools of Public Affairs and Administration no longer uses these curriculum standards.

Method 2

Faculty Review: This method uses both the capstone paper of the Master of Public Administration Program (Applied Research Project) and the oral examination where the

paper is defended. The oral exam committee is composed of two faculty and a public administration practitioner. The Applied Research Project is completed over a semester and is an empirical research project dealing with a significant public administration or public policy problem. The paper runs 60 to 100 pages. It is defended in the 14th or 15th week of the semester. At the completion of the oral exam the faculty reviewer is asked to evaluate the students knowledge and comprehension of each of the curriculum standards using an evaluation rubric. The rubric uses strongly agree, agree, neither agree or disagree, disagree, strongly disagree or the ARP did not incorporate this topic enough to judge.

Result 2:
In academic year 2008-2009, 23 graduate students defended their Applied Research Project in an oral examination. They were assessed in order to measure their knowledge and comprehension of the eleven curriculum components standards of the National Association of Schools of Public Affairs and Administration's accreditation. The curriculum standards represent the body of knowledge an MPA graduate is expected to master. The curriculum standards include 1) Human Resource Management; 2) Budgeting or Financial Management; 3) Information Management/Technology applications; 4) Policy and Program Formation; 5) Program Implementation/Evaluation; 6) Decision-Making; 7) Problem-Solving; 8) Political/Legal Institutions and Processes; 9) Economic/Social Institutions and Processes; 10) Organization/Management Concepts; 11) Ethics. The Applied Research Project is the capstone project and is completed at the end of the master's program. The faculty panel strongly agree or agree that 48.8 percent of the student papers demonstrated knowledge of at least 8 of the curriculum standards and that 48.7 percent demonstrated comprehension of at least 8 of the curriculum standards of the National Association of Schools of Public Affairs and Administration. The papers fell short of the target that 80% of the papers would demonstrate knowledge and comprehension of at least 8 of the curriculum standards of the National Association of Schools of Public Affairs and Administration. The curriculum components most likely to be successfully incorporated into the Applied Research projects were Program Implementation/Evaluation (knowledge = 93%; comprehension = 90%), Policy and Program Formation (knowledge = 81.4%; comprehension = 78.6%), Decision-Making (knowledge = 78.6%; comprehension = 76.2%), Problem solving (knowledge = 76.7; comprehension = 76.2) and Political/Legal Institutions (knowledge = 72.1%; comprehension 64.3%).

Action Plan:
Since the National Association of Schools of Public Affairs and Administration has dropped the above 11 curriculum areas from their accrediting standards, we have devised a new outcome for the 2009-10 academic year. During the course-by-course review planned during the 2009/2010 school year, the faculty will also identify the subject matter in the curriculum that aligns with the MPA program mission statement.
Outcome 2 will be revised for 2009-2010: "Students will demonstrate comprehension of public policy and program formation as well as the institutional and legal framework of public policy and management. The reviewers will rate the Applied Research Projects as

meets or exceeds standards for comprehension of public policy and program formation, the institutional setting and the legal framework of policy and management.

The methodology will be changed to reflect the new outcome 2. The Applied Research Project will continue to be used in the assessment as will external and faculty reviewers. A new rubric will be developed that focuses evidence of comprehension of public policy and program formation, the institutions of policy and the legal framework that supports public policy or management practices. The target is 80% of the papers will meet or exceed standards with respect to comprehension of public policy and program formation, institutions of policy and the legal framework that supports public policy or management practices.

In the 2009-2010 academic year students in POSI 5321 (Introduction to Public Policy and Administration) will be required to write a policy history paper that incorporates policy formation, supporting institutions and the legal framework of the public policy. The paper will be judged using the rubric of outcome 2. The new rubric will rate the Applied Research Projects as exceeds standards, meets standards, needs some improvement to meet standards, and needs substantial improvement to meet standards.

Outcome 3:
Students will demonstrate the ability to communicate effectively orally. The reviewers will rate the oral presentation as meets or exceeds expectations on all criteria for 80% of the presentations

Method 1
External Review: This method uses both the capstone paper of the Master of Public Administration Program (Applied Research Project) and the oral examination where the paper is defended. This method involves assessment by an external reviewer. The Applied Research Project is completed over a semester and is an empirical research project dealing with a significant public administration or public policy problem. The paper runs 60 to 100 pages. It is defended in the 14th or 15th week of the semester. The oral exam committee is composed of two graduate faculty and a public administration practitioner. The committee members review the paper in the week preceding the oral exam examination. The students present their study and are questioned about their research papers over the course of the oral examination. After the oral exam is complete the outside reader will use an evaluation rubric to assess the student's ability to communicate clearly (organization and professional delivery and content mastery). The grid uses exceeds standards, meets standards, seeds some improvement to meet standards and needs substantial improvement to meet standards.

Result 1: In academic year 2008-2009, 23 graduate students defended their Applied Research Project in an oral examination. They were assessed in order to measure the student's ability to communicate clearly (organization, professional delivery) and demonstrate mastery of content orally. The Applied Research Project is the capstone project and is completed at the end of the master's program. The external reviewer panel found that 95% of the oral presentations met or exceeded standards with respect to presentation organizational clarity (45% met: 50% exceeded), 95% of the presentations

met or exceeded standards for professional delivery (35% met: 60% exceeded), 100% of the presentations met or exceeded standards for mastery of content (50% met: 60% exceeded).

Method 2
Faculty Review: This method uses both the capstone paper of the Master of Public Administration Program (Applied Research Project) and the oral examination where the paper is defended. The Applied Research Project is completed over a semester and is an empirical research project dealing with a significant public administration or public policy problem. The paper runs 60 to 100 pages. It is defended in the 14th or 15th week of the semester. The oral exam committee is composed of two faculty and a public administration practitioner. After the oral exam is complete the each faculty member will use an evaluation rubric to assess the student's ability to communicate clearly (organization and professional delivery and content mastery). The grid uses exceeds standards, meets standards, seeds some improvement to meet standards and needs substantial improvement to meet standards.

Result 2: In academic year 2008-2009, 23 graduate students defended their Applied Research Project in an oral examination. They were assessed in order to measure the student's ability to communicate clearly (organization, professional delivery) and demonstrate mastery of content orally. The Applied Research Project is the capstone project and is completed at the end of the masters program. The faculty panel found that 97.7% of the oral presentations met or exceeded standards with respect to presentation organizational clarity (29.5% met: 68.2 exceeded), 97.8% of the presentations met or exceeded standards for professional delivery (27.3% met: 70.5% exceeded), and 97.7% of the presentations met or exceeded standards for mastery of content (18.2% met: 79.5% exceeded).

Action Plan: The results of the faculty and external reviewers assessment show students have strong presentation skills during the oral examination. A recent alumni survey revealed, former students would have liked additional training in presentation skills. Hence, in the coming year faculty will emphasize the importance of presentation skills in the syllabus. They will identify resource materials students can use to improve presentation skills. In the course by course review, the use of presentations will be discussed. At least one course will be identified where the student presentations will be videotaped. Videotaping of presentations puts a new kind of expectation on the student. We expect the students to respond to the assignment by increasing their efforts. Students will review their videotapes and receive faculty assessment and recommendations for improvement.

Outcome 4:
Students will demonstrate the ability to see patterns and classify information, concepts, and theories in public policy and administration.

Method 1
External Review: The student's ability to see patterns and classify information, concepts, and theories in public policy and administration will be assessed using a pretest/posttest methodology. This methodology should show the value added of the MPA Program with respect to the students' ability to see patterns and classify information, concepts, and theories in public policy and administration. The pretest-writing sample is collected from Political Science 5321 (Introduction to Public Policy and Administration). Students are asked to evaluate two lead journal articles from Public Administration Review (the lead journal in public administration). The writing samples are sent to external reviewers the last week of the semester. The external reviewers are practicing public administrators who have previously evaluated Applied Research Projects. The external reviewers will use an evaluation rubric to assess the students' ability to see patterns and classify information, concepts, and theories in public policy and administration. The grid uses strongly agree, agree, neither agree or disagree, disagree and strongly disagree. The post-test is performed using the Applied Research Project (capstone paper). The Applied Research Project is completed over a semester and is an empirical research project dealing with a significant public administration or public policy problem. The papers are generally 60 to 100 pages. Again the external reviewers read the paper and fill out an evaluation grid with identical questions. The external reviewer is part of an oral exam committee. The committee, which is composed of two faculty and the external reviewer (respected practitioner in public administration), receive the applied research project one week before the oral exam. The oral exam is held the 14th or 15th week of regular classes. The grid is filled out at the close of the oral exam. After the pretest and posttest data are collected and compared. Our target is a statistically significant improvement in the students' ability to see patterns and classify information, concepts, and theories in public policy and administration. The ability to see patterns and classify information, concepts, and theories in public policy and administration should be significantly higher from pretest to posttest ($p = <.05$).

Result 1: In the academic year 2008-2009, 30 graduate student papers from POSI 5321 (Introduction to Public Policy and Administration) were assessed using a rubric. They were assessed in order to measure the student's ability to see patterns and classify information, concepts, and theories in public policy and administration. External reviewers (practitioners in public administration) reviewed the papers. The scores from the external reviewers became the pretest scores in the assessment of the student's ability to see patterns and classify information, concepts, and theories in public policy and administration.
 In academic year 2008-2009, 23 graduate student Applied Research Projects were assessed using a rubric. They were assessed in order to measure the student's ability to see patterns and classify information, concepts, and theories in public policy and administration. The Applied Research Project is the capstone project and is completed at the end of the master's program. External reviewers (practitioners in public

91

administration) reviewed the Applied Research Project. The results of the assessment were used as a posttest. Pretest and posttest scores were compared using a t-test. The goal of collecting these two types of data (pretest and posttest) was to measure the improvement in ability to see patterns and classify information, concepts, and theories in public policy and administration among MPA students comparing writing assignments at the beginning and end of the program. The rubric in each case used a scoring of 1 to 5 with 1 = strongly agree; 2 = agree; 3 = neither agree nor disagree; 4 = disagree and 5 = strongly disagree.

The average score for demonstrated ability to see patterns and classify information, concepts, and theories in public policy and administration among the POSI 5321 students was 2.57. The average score for demonstrated ability to see patterns and classify information, concepts, and theories in public policy and administration among the Applied Research Project students was 1.74. This represented a statistically significant improvement in ability to see patterns and classify information, concepts, and theories in public policy and administration between the beginning of the program and the Applied Research Project (t= 3.19; p=.003).

The results show that MPA students' ability to see patterns and classify information, concepts, and theories in public policy and administration improves over the course of the program. When these data are examined using percentages they show that at the beginning of the program (POSI 5321) 50% of the external reviewers agreed or strongly agreed that the student papers "demonstrate the ability to see patterns and classify information, concepts and theories in public policy and administration." This contrasts with 89.4% for the Applied Research Projects.

The program has learned through exit surveys that students often feel poorly prepared for the analytical demands of the Applied Research Project. The program should provide the students with more explicit ways for students to practice analytical skills (ability to see patterns and classify information concepts and theories) between the introductory class (POSI 5321) and the capstone requirement (ARP – POSI 5397).

Method 2
Faculty Review: This method uses both the capstone paper of the Master of Public Administration Program (Applied Research Project) and the oral examination where the paper is defended. The oral exam committee is composed of two faculty and a public administration practitioner. The Applied Research Project is completed over a semester and is an empirical research project dealing with a significant public administration or public policy problem. The paper runs 60 to 100 pages. It is defended in the 14th or 15th week of the semester. At the completion of the oral exam each faculty reviewer is asked to evaluate the students' ability to see patterns and classify information, concepts, and theories in public policy and administration. The evaluation instrument does this by asking about the students' ability to combine the research purpose, conceptual framework, methodology and results sections in a way that achieves a unified whole. The grid uses exceeds standards, meets standards, needs some improvement to meet standards, and needs substantial improvement to meet standards. The faculty will rate the students' ability as either meets or exceeds expectations in 80 % of the papers.

Result 2: In academic year 2008-2009, 23 graduate students defended their Applied Research Project in an oral examination. They were assessed in order to measure the student's ability to see patterns and classify information, concepts, and theories in public policy and administration. The Applied Research Project is the capstone project and is completed at the end of the master's program. The faculty panels found 93.2% of the students met or exceed standards with respect to their ability to see patterns and classify information and concept in public administration and policy (36.4% met/56.8% exceeded). This is well within the target of 80% of the papers meeting or exceeding standards.

Action Plan:
Exit surveys reveal that students often feel ill prepared for the analytical demands of the POSI 5335 (the class that gets them ready for the ARP) and the Applied Research Project. At the same time, exit surveys reveal that students find the POSI 5335/Applied Research Project among the most valuable in the program. Analysis is a type of critical thinking identified by Benjamin Bloom that deals with a person's ability to see patterns and classify information, concepts and theories. The much lower analytical scores among the POSI 5321 students reaffirm the exit survey observation. In order to address this gap in analytical ability, next year the program will do a systematic review of each core course to see if it can better integrate analysis into the curriculum. In the meantime, faculty will emphasize the importance of analysis (seeing patterns and classifying information, concepts, and theories in public policy and administration) on their syllabi and will grade students in part based on demonstration of analytical ability. Students will be given more assignments that emphasize analytical skills. For example, in POSI 5321 (Introduction to Public Policy and Administration) students will do a critical analysis of articles assigned as reading. Also, students will be asked to review Applied Research Projects and make comments on the strengths and weaknesses of the conceptual framework used.

Outcome 5:
Students will demonstrate the ability to use reasoned arguments to judge evidence in public policy and public management.

Method 1:
External Review: The student's ability to use reasoned arguments to judge evidence in public policy and public management will be assessed using a pretest/posttest methodology. This methodology should show the value added of the MPA Program with respect to use reasoned arguments to judge evidence in public policy and public management. The pretest-writing sample is collected from Political Science 5321 (Introduction to Public Policy and Administration). Students are asked to evaluate two lead journal articles from Public Administration Review (the lead journal in public administration). The writing samples are sent to external reviewers the last week of the semester. The external reviewers are practicing public administrators who have previously evaluated Applied Research Projects. The external reviewers will use an evaluation rubric to assess the students' ability to use reasoned arguments to judge

evidence in public policy and public management. The grid uses strongly agree, agree, neither agree or disagree, disagree and strongly disagree. The posttest is performed using the Applied Research Project (capstone paper). The Applied Research Project is completed over a semester and is an empirical research project dealing with a significant public administration or public policy problem. The papers are generally 60 to 100 pages. Again the external reviewers read the paper and complete an evaluation grid. The external reviewer is part of an oral exam committee. The committee, which is composed of two faculty and the external reviewer (respected practitioner in public administration), receive the applied research project one week before the oral exam. The oral exam is held the 14th or 15th week of regular classes. The evaluation grid is completed at the close of the oral exam, and after the pretest and posttest data are collected and compared. Our target is a statistically significant improvement in the students' ability to use reasoned arguments to judge evidence in public policy and public management. The average ability to use reasoned arguments to judge evidence in public policy and public management of the post-test students should be significantly higher than the pretest scores ($p = < .05$).

Result 1: In the academic year 2008-2009, 30 graduate student papers from POSI 5321 (Introduction to Public Policy and Administration) were assessed using a rubric. They were assessed in order to measure the student's ability to use reasoned arguments to judge evidence in public policy and public management. External reviewers (practitioners in public administration) reviewed the papers. The scores from the external reviewers became the pretest scores in the assessment of the students' ability to use reasoned arguments to judge evidence in public policy and public management.

 In academic year 2008-2009, 23 graduate student Applied Research Projects were assessed using a rubric. They were assessed in order to measure the student's ability to use reasoned arguments to judge evidence in public policy and public management The Applied Research Project is the capstone project and is completed at the end of the master's program. External reviewers (practitioners in public administration) reviewed the Applied Research Project. The results of the assessment were used as a posttest. Pretest and posttest scores were compared using an independent t-test. The goal of collecting these two types of data (pre and post test) was to measure the improvement in the ability to use reasoned arguments to judge evidence in public policy and public management among MPA students comparing writing assignments at the beginning and end of the program. The rubric in each case used a scoring of 1 to 5 with 1 = strongly agree; 2 = agree; 3 = neither agree nor disagree; 4 = disagree and 5 = strongly disagree. The average score for the ability to use reasoned arguments to judge evidence in public policy and public management among the POSI 5321 students was 1.79. The average score for the ability to use reasoned arguments to judge evidence in public policy and public management among the Applied Research Project students was 2.63. This represented a statistically significant improvement in the ability to use reasoned arguments to judge evidence in public policy and public management between the beginning of the program and the Applied Research Project ($t = 3.29$; $p = .002$). The results show that MPA students' ability to use reasoned arguments to judge evidence in public policy and public management improved over the course of the program.

When these data are examined using percentages they show that at the beginning of the program for 56% of the student papers the reviewers strongly agreed or agreed that the student "demonstrate the ability to judge public policy and management evidence based on reasoned arguments" (evaluation). This contrasts with 89.5% among the Applied Research Projects. This is a 34.5 % increase over the course of the program.

The program has learned through exit surveys that students often feel poorly prepared for the evaluative demands of the Applied Research Project. The program should provide the students with more explicit ways for the students to practice evaluation skills (judge public policy and management evidence based on reasoned arguments.) between the Introduction class (POSI 5321) and the capstone requirement (ARP – POSI 5397).

Method 2:

Faculty Review: This method uses both the capstone paper of the Master of Public Administration Program (Applied Research Project) and the oral examination where the paper is defended. The oral exam committee is composed of two faculty and a public administration practitioner. The Applied Research Project is completed over a semester and is an empirical research project dealing with a significant public administration or public policy problem. The paper runs 60 to 100 pages. It is defended in the 14th or 15th week of the semester. At the completion of the oral exam each faculty reviewer is asked to evaluate the students' ability to use reasoned arguments to judge evidence in public policy and public management. The evaluation instrument does this by asking about the students' ability to use the literature review and results chapters to demonstrate their ability to use reasoned arguments to judge evidence in public policy and public management. The grid uses exceeds standards, meets standards, needs some improvement to meet standards, and needs substantial improvement to meet standards. Our target is that 80% of the papers either exceed or meet standards.

Result 2: In academic year 2008-2009, 23 graduate students defended their Applied Research Project in an oral examination. They were assessed in order to measure the student's ability to use reasoned arguments to judge evidence in the literature review and results chapters of the Applied Research Project. The Applied Research Project is the capstone project and is completed at the end of the master's program. The faculty panel found 95.6% of the students met or exceed standards with respect to their ability to see use reasoned arguments to judge evidence in the literature review (28.9% met/66.7% exceeded), and 91.1 % met or exceeded expectation to use reasoned arguments to judge evidence in the results chapter (37.8% met/53.3% exceeded). This is well within the target of 80% of the papers meeting or exceeding standards. The faculty assessment shows that the students' ability to evaluate evidence is stronger in the literature reviews than the results chapter. Faculty should spend more time helping students to develop the skill of the interpreting and summarizing empirical data.

Action Plan:

Exit surveys reveal that students often feel ill prepared for the evaluative demands of the POSI 5335 (the class that gets them ready for the ARP) and the Applied Research Project. At the same time, exit surveys reveal that students find the POSI 5335/Applied Research Project among the most valuable in the program. Evaluation is a type of critical

thinking identified by Benjamin Bloom that deals with a person's ability to use reasoned arguments to judge evidence. The much lower evaluation scores among the POSI 5321 students reaffirm the exit survey's findings. In order to address this gap the program has agreed to do a systematic review of each core course to see if it can better integrate evaluation into the curriculum. The faculty assessment revealed that students were relatively weak in the results chapter where they evaluated empirical evidence. Faculty will emphasize the importance of evaluation (ability to use reasoned arguments to judge evidence in public policy and administration) on their syllabi and will grade students in part based on demonstration of evaluative ability. Students will be given more assignments that emphasize evaluation skills. For example, in courses that emphasize quantitative methods POSI 5303, POSI 5334, POSI 5343 students will be required to do exercises that give them training in organizing and interpreting statistical results. Also, students will be asked to review Applied Research Projects and make comments on the strengths and weaknesses of the results chapters.

Summary of Results
Texas State MPA Program
Student Learning Outcomes

Outcome 1 Knowledge & Comprehension Curriculum Components

NASPAA Curriculum Components External Reviewer responses	Percent Demonstrating Knowledge in ARP	Percent Demonstrating Comprehension in ARP
Human Resource Management	47.1	46.7
Budgeting and Financial Management	38.9	50
Information Management/Technology Applications	41.2	40
Policy and Program Formation	89.9	80
Program Implementation/Evaluation	77.8	75
Decision-Making	83.3	75
Problem Solving	82.4	80
Political/Legal Institutions & Processes	70.6	75
Economic/Social Institutions & Processes	89.9	87.5
Organization/Management Concepts	77.8	75
Ethics	41.2	42.9

NASPAA Curriculum Components Faculty Responses	Percent Demonstrating Knowledge in ARP	Percent Demonstrating Comprehension in ARP
Human Resource Management	41.9	40.5
Budgeting and Financial Management	54.8	47.6
Information Management/Technology Applications	44.2	33.3
Policy and Program Formation	81.4	78.6
Program Implementation/Evaluation	93	90.5
Decision-Making	78.6	76.2
Problem Solving	76.7	76.2
Political/Legal Institutions & Processes	72.1	64.3
Economic/Social Institutions & Processes	69.8	69
Organization/Management Concepts	60.5	62.5
Ethics	38.1	34.1

Outcome 2 Writing
 Method 1: External Reviewers

Writing	Mean 5321	Mean ARP	T-statistic	P value
Clarity (Structure)	2.53	3.35	-3.42	.001
Clarity (Content)	2.67	3.4	-3.93	.000
Punctuation and Grammar	2.43	3.10	-3.04	.004

5321 n = 30
ARP n = 20   3 external reviewers failed to return the survey

Writing	% Exceeds Standards	% Meets Standards	% Needs Some Improvement	% Needs Substantial Improvement	Total
Scoring	(4)	(3)	(2)	(1)	
5321					
Clarity (Structure)	20	23.3	46.7	10	100
Clarity (Content)	13.3	40	46.7		100
Punctuation/Grammar	10	33.3	46.7	10	100
ARP					
Clarity (structure)	50	35	15		100
Clarity (Content)	45	50	5		100
Punctuation/Grammar	30	50	20		100

5321 n = 30
ARP n = 20   3 external reviewers failed to return the survey

Outcome 1 Writing
Method 2: Faculty Reviewers

Writing	% Exceeds Standards	% Meets Standards	% Needs Some Improvement	% Needs Substantial Improvement	Total
Clarity (Structure)	64.4	28.9	4.4	2.2	100
Clarity (Content)	64.4	26.7	6.7	2.2	100
Punctuation/Grammar	55.6	37.8	6.7		100
Bibliography	64.4	33.3	2.2		
Internal Referencing	62.2	33.3	2.2	2.2	

 n = 45   One faculty member did not return the form.

Outcome 3 Oral Communication
Method 1 External Reviewer

Oral Communication	% Exceeds Standards	% Meets Standards	% Needs Some Improvement	% Needs Substantial Improvement	Total
Clarity (Organization Presentation)	50	45	5		100
Clarity (Professional Delivery)	60	35	5		100
Mastery of Content	50	50			100

n = 20   3 external reviewers failed to return the survey

Outcome 3 Oral Communication
 Method 2 Faculty

Oral Communication	% Exceeds Standards	% Meets Standards	% Needs Some Improvement	% Needs Substantial Improvement	Total
Clarity (Organization Presentation)	68.2	29.5		2.3	100
Clarity (Professional Delivery)	70.5	27.3	2.3		100
Mastery of Content	79.5	18.2	2.3		100

n = 45   One faculty member did not return the form.

Outcome 4 Analysis
Method 1: External Reviewers

Analysis	Mean 5321	Mean ARP	T-statistic	P value
Patterns and Classify information	2.57	1.74	3.18	.003

5321 n = 30
ARP n = 20   3 external reviewers failed to return the survey

Method 1: External Reviewers (cont.)

Analysis (Scoring)	% Strongly agree (1)	% Agree (2)	% Neither Agree or disagree (3)	% Disagree (4)	% Strongly Disagree (5)	% Total
5321						
Patterns & Classify Information	16.7	43.3	10.0	26.7	3.3	100
ARP						
Patterns & Classify Information	36.8	52.6	10.5			100

5321 n = 30
ARP n = 20   3 external reviewers failed to return the survey

Outcome 4 Analysis
Method 2: Faculty

Classify Information Concepts and Theories Scoring	% Exceeds Standards (4)	% Meets Standards (3)	% Needs Some Improvement (2)	% Needs Substantial Improvement (1)	Total
Classify Information Concepts and Theories	56.8	36.4	4.5	2.3	100

n = 45   One faculty member did not return the form.

Outcome 5 Evaluation
Method 1 External Reviewers

Reasoned Arguments	Mean 5321	Mean ARP	T-statistic	P value
Reasoned Argument	2.63	1.79	3.29	.002

5321 n = 30
ARP n = 20   3 external reviewers failed to return the survey

Evaluation (Scoring)	% Strongly agree (1)	% Agree (2)	% Neither Agree or disagree (3)	% Disagree (4)	% Strongly Disagree (5)	Total %
5321						
Reasoned Argument	13.3	43.3	16.7	20	6.7	100
ARP						
Reasoned Argument	31.6	57.9	10.5			100

5321 n = 30
ARP n = 20   3 external reviewers failed to return the survey

Outcome 5 Evaluation
Method 2 Faculty

Reasoned Argument	% Exceeds Standards (4)	% Meets Standards (3)	% Needs Some Improvement (2)	% Needs Substantial Improvement (1)	Total
Reasoned Argument (Literature review)	66.7	28.9	2.2	2.2	100
Reasoned Argument (Results chapter)	53.3	37.8	8.9		

n = 45   One faculty member did not return the form.

Student Learning Outcomes Rubrics
Texas State MPA Program

Outcome 1: The student will be able to communicate clearly in writing. (External Pre-test and Post-test)

Performance Area	Exceeds Standards (4)	Meets Standards (3)	Needs Some Improvement to Meet Standards (2)	Needs Substantial Improvement to Meet Standards (1)	SCORE
Clarity (Structure)	Written work has clear and appropriate beginning, development, and conclusion. Sections, paragraphing and transitions are clear and appropriate.	Written work has adequate beginning, development, and conclusion. Sections, paragraphing and transitions are adequate.	Written work has weak beginning, development, and conclusion. Sections, paragraphing and transitions are deficient.	Written work has serious and persistent errors.	
Clarity (Content)	Written work provides in-depth coverage of the topic. Assertions are clearly supported by the evidence.	Written work sufficiently covers the topic. Assertions are supported by evidence.	Written work does not do an adequate job of covering the assigned topic. Assertions are weakly supported by evidence.	Written work does not cover the topic. Assertions are not supported by evidence.	
Grammar and punctuation	Written work has no major errors in word selection and use, sentence structure, spelling, punctuation, and capitalization.	Written work is relatively free of major errors in word selection and use, sentence structure, spelling, punctuation, and capitalization.	Written work has several major errors in word selection and use, sentence structure, spelling, punctuation, and capitalization.	Written work has serious and persistent major errors in word selection and use, sentence structure, spelling, punctuation, and capitalization.	

MPA Faculty Evaluation Rubric – Oral exam and ARP

Outcome 1: The student will be able to communicate clearly in writing

Performance Area	Exceeds Standards (4)	Meets Standards (3)	Needs Some Improvement to Meet Standards (2)	Needs Substantial Improvement to Meet Standards (1)	SCORE
Clarity (Structure)	Written work has clear and appropriate beginning, development, and conclusion. Sections, paragraphing and transitions are clear and appropriate.	Written work has adequate beginning, development, and conclusion. Sections, paragraphing and transitions are adequate.	Written work has weak beginning, development, and conclusion. Sections, paragraphing and transitions are deficient.	Written work has serious and persistent errors.	
Clarity (Content)	Written work provides in-depth coverage of the topic. Assertions are clearly supported by the evidence.	Written work sufficiently covers the topic. Assertions are supported by evidence.	Written work does not do an adequate job of covering the assigned topic. Assertions are weakly supported by evidence.	Written work does not cover the topic. Assertions are not supported by evidence.	
Grammar and punctuation	Written work has no major errors in word selection and use, sentence structure, spelling, punctuation, and capitalization.	Written work is relatively free of major errors in word selection and use, sentence structure, spelling, punctuation, and capitalization.	Written work has several major errors in word selection and use, sentence structure, spelling, punctuation, and capitalization.	Written work has serious and persistent major errors in word selection and use, sentence structure, spelling, punctuation, and capitalization.	
Use of references (Bibliography)	The bibliography applies the Chicago 15 Author Date system with no major errors.	The bibliography applies the Chicago 15 Author Date system with relatively few errors.	The bibliography applies the Chicago 15 Author Date system with several major errors.	The bibliography exhibits serious and persistent misapplication of the Chicago 15 Author Date referencing system.	
Use of references (Internal Referencing)	Written work applies Chicago 15 Author Date internal referencing system with no major errors.	Written work applies Chicago 15 Author Date internal referencing system with relatively few major errors.	Written work applies Chicago 15 Author Date internal referencing system with several major errors.	The internal referencing system exhibits serious and persistent misapplication of the Chicago 15 Author Date referencing system.	

Outcome 2: Students will demonstrate knowledge and comprehension of the National Association of Schools of Public Affairs and Administration's accreditation standards eleven curriculum components

The Student demonstrated **Knowledge** in the following subject areas	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	ARP Did not incorporate this topic enough to judge
Human Resources management						
Budgeting or financial processes						
Information management/technology applications						
Policy and program formation						
Program Implementation/Evaluation						
Decision-Making						
Problem Solving						
Political/legal institutions & processes						
Economic/social institutions and processes						
Organization/management concepts						
Ethical dilemmas or application						

Outcome 2: Students will demonstrate knowledge and comprehension of the National Association of Schools of Public Affairs and Administration's accreditation standards eleven curriculum component

The Student demonstrated **Comprehension** in the following subject areas	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	ARP Did not incorporate this topic enough to judge
Human Resources management						
Budgeting or financial processes						
Information management/technology applications						
Policy and program formation						
Program Implementation/Evaluation						
Decision-Making						
Problem Solving						
Political/legal institutions & processes						
Economic/social institutions and processes						
Organization/management concepts						
Ethical dilemmas or application						

Outcome 3: Student will demonstrate the ability to communicate effectively orally (Faculty and External Reviewer)

Performance Area	Exceeds Standards (4)	Meets Standards (3)	Needs Some Improvement to Meet Standards (2)	Needs Substantial Improvement to Meet Standards (1)	SCORE
Clarity (Organization of presentation)	Student follows a logical sequence and provides exceptional explanations and elaboration.	Student follows a logical sequence and provides adequate explanations and elaboration.	Student does not always follow a logical sequence and provides few explanations and elaboration.	Student does not follow a logical sequence and provides inadequate explanations and elaboration.	
Clarity (Professional delivery)	Student speaks clearly and loudly enough for all to hear, makes no grammatical errors.	Student speaks clearly and loudly enough for most to hear, makes few grammatical errors.	Student does not speak clearly and loudly enough for all to hear, makes several major grammatical errors.	Student mumbles, makes serious and persistent grammatical errors throughout presentation.	
Mastery of Content	Student demonstrates mastery public administration concepts, theories, terminology, and trends.	Student demonstrates adequate knowledge of public administration concepts, theories, terminology, and trends.	Student demonstrates poor knowledge of public administration concepts, theories, terminology, and trends.	Student makes serious mistakes when discussing public administration concepts, theories, terminology, and trends.	

Outcomes 4 Analysis: (External) The student will demonstrate the ability to see patterns and classify information, concepts, and theories in public policy and administration. (External Reviewers Pre-test and Post-test)

The student demonstrated the ability to see patterns and classify information, concepts and theories in public policy and administration.
    (SA)   (A)   (N)   (D)   (SD)

Outcome 4: (Faculty)

Performance Area	Exceeds Standards (4)	Meets Standards (3)	Needs Some Improvement to Meet Standards (2)	Needs Substantial Improvement to Meet Standards (1)	Score
See patterns and classify information, concepts, and theories (Analysis)	The student combines the research purpose, conceptual framework, methodology, and results of a public administration research project in an **exc**eptional way so that it functions as a unified whole.	The student combines the research purpose, conceptual framework, methodology, and results of a public administration research project in so that it functions as a unified whole.	The student combines the research purpose, conceptual framework, methodology, and results of a public administration research project in a way that could use marked improvement.	The student produces a public administration research project with a disconnected research purpose, conceptual framework, methodology, and results.	

Outcomes 5 Evaluation: Students will demonstrate the ability to use reasoned arguments to judge evidence in public policy and public management. (External Reviewers Pre-test and Post-test)

The student demonstrated the ability to judge public policy and management evidence based on reasoned arguments.

   (SA)   (A)   (N)   (D)   (SD)

Outcome 5: (Faculty)

Performance Area	Exceeds Standards (4)	Meets Standards (3)	Needs Some Improvement to Meet Standards (2)	Needs Substantial Improvement to Meet Standards (1)	SCORE
Ability to use reasoned arguments to judge evidence (Literature review)	The literature review (or conceptual framework) chapter demonstrated an exceptional ability to judge public administration related arguments and evidence.	The literature review (or conceptual framework) chapter demonstrated an ability to judge public administration related arguments and evidence.	The literature review (or conceptual framework) chapter demonstrated an ability to judge public administration related arguments and evidence that could use marked improvement.	The literature review (or conceptual framework) chapter demonstrated a superficial command of the topic	
Ability to use reasoned arguments to judge evidence (Results Chapter)	The results chapter demonstrated an exceptional ability to present and judge empirical evidence.	The results chapter demonstrated an ability to present and judge empirical evidence	The results chapter demonstrated an ability to present and judge empirical evidence that could use marked improvement.	The results chapter demonstrated an inability to present or judge empirical evidence.	

Characteristics of High Quality Master's Experience	Evidence
Culture	
1 Unity of purpose among program participants	1. The program has a mission statement that was developed and modified by program participants. The volume of assessment data supports this claim.
2. Supportive Learning Environment	2. MPA Exit, student and alumni survey results support that faculty are accessible. Exit interviews confirm that students feel the learning environment is supportive. Our program philosophy supports this claim. *"Our goal is an accessible faculty who promote an educational community with a generous spirit where people learn from each other both in and out of the classroom".*
Planned learning Experience	
3. Core courses	3. We have a 30 hour core.
4. Immersion	4. The Capstone experience (ARP) extends over two courses and allows students to be immersed in the topic.
5. Doing centered learning	5. Class assignments in many courses stress "doing centered learning." This is particularly true of the ARP. Students collect empirical data and are thus engaged in doing centered learning.
6. Individualization	6. The ARP is an individualized experience. There is lots of one-on-one with the professor. See the POSI 5397 Web site http://uweb.txstate.edu/~ps07/documents/sy97fa99.pdf .
7. tangible product	7. Applied Research Project
8. out-of-class activities	8. Mentoring Mixers Public Serve Recognition Week Banquet. Texas ASPA Conferences, Student Orientation, Regular Advisory Council meetings include students.
Resources	
9. institutional support	9. The institutions support is high. All levels of administration support the MPA Program. This support extends to the Chancellor of the Texas State University System, Charles Matthews, who is a graduate of the Texas State University MPA Program.
10. departmental support	The political science department has shown consistent support for the program. New hires and tenure and promotion decisions receive departmental support.
Leadership and the Human Dimension	
11. Faculty involvement	11. Faculty involvement is affirmed in exit interviews, exit surveys, student and alumni surveys. It is also affirmed by faculty attendance at advisory council meetings, mentoring mixers, awards banquets, Centex Board membership and student orientation.

12. Faculty with non-university workplace experiences	12. Our adjunct faculty bring non-university workplace experiences to the program.
13. Committed students with diverse backgrounds and experiences	13. As the self-study will show we have wide diversity in our student body. Students show their commitment by their willingness to take part in advisory council elections, mentoring mixers, and as alumni when they serve as council members and oral exam committee members.
14. Program leadership	14. Examples of program leadership include the mission process, the engaged advisory council and CenTex ASPA presence (Drs. Shields, Balanoff, Rangarjan and Brown are on the CenTex ASPA Board).

*Model derived from Conrad, C., Haworth, J. and Miller, S. (1993). *Silent Success: Master's Education in the United States*, Baltimore: Johns Hopkins University Press.

Appendix C
Exit Survey Compilation
Fall 2005 – Spring 2009

	VALUE		1	2	3	4	5
	MEAN	COUNT	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE
The MPA Program contributed to my knowledge in this area.							
Decision making-Problem solving	1.41	94	56 60%	38 40%	0 0%	0 0%	0 0%
Financial Administration	1.69	93	42 45%	40 43%	9 10%	2 2%	0 0%
Human Resource Administration	1.85	93	31 33%	47 51%	13 14%	2 2%	0 0%
Policy Process	1.66	94	42 45%	44 47%	6 6%	2 2%	0 0%
Intergovernmental Relations	1.84	93	34 37%	41 44%	17 18%	1 1%	0 0%
Ethics	1.50	92	54 59%	31 34%	6 7%	1 1%	0 0%
Information Systems/Technology	1.91	91	33 36%	32 35%	20 22%	4 4%	2 2%
Public Management	1.40	94	60 64%	31 33%	3 3%	0 0%	0 0%
Organizational	1.42	93	57 61%	33 35%	3 3%	0 0%	0 0%
Applied Research	1.09	94	87 93%	6 6%	1 1%	0 0%	0 0%
Law	1.87	91	32 35%	43 47%	13 14%	2 2%	1 1%
due to rounding some percentages do not equal 100%							

The MPA Program contributed to the development of my skills.	MEAN	COUNT	VALUE	1 STRONGLY AGREE	2 AGREE	3 NEITHER AGREE NOR DISAGREE	4 DISAGREE	5 STRONGLY DISAGREE
Writing	1.15	94		80 85%	14 15%	0 0%	0 0%	0 0%
Quantitative analysis	1.43	94		59 63%	31 33%	3 3%	1 1%	0 0%
Oral communication	1.45	94		59 63%	30 32%	4 4%	1 1%	0 0%
Ability to function in a team	1.80	94		40 43%	36 38%	15 16%	3 4%	0 0%
Financial analysis	1.96	92		29 32%	37 40%	19 21%	5 5%	2 2%
Presentation	1.43	94		59 63%	30 32%	5 5%	0 0%	0 0%
Interpersonal relationships	1.60	94		52 55%	29 31%	12 13%	1 1%	0 0%
Project management	1.50	94		55 59%	31 33%	8 9%	0 0%	0 0%
Supervisory	1.82	94		41 44%	30 32%	22 23%	1 1%	0 0%
Program Evaluation	1.57	94		52 55%	33 35%	7 7%	2 2%	0 0%
Assessment	1.44	94		58 62%	32 34%	3 3%	1 1%	0 0%
Use of technology	1.90	93		37 40%	34 37%	17 18%	5 5%	0 0%

due to rounding some percentages do not equal 100%

		VALUE	1	2	3	4	5
Mission Related items T	MEAN	COUNT	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE
The MPA Program							
is committed to state-of-the-art technology.	1.78	94	41 44%	36 38%	14 15%	3 3%	0 0%
emphasizes the central role of ethics in Public service.	1.48	94	56 60%	34 36%	1 1%	3 3%	0 0%
reinforces the use of technology in management.	1.78	94	37 39%	44 47%	10 11%	3 3%	0 0%
enables rich and frequent contacts between students and faculty.	1.43	94	61 65%	27 29%	5 5%	1 1%	0 0%
provides students with professional networking opportunities.	1.48	94	62 66%	22 23%	7 7%	3 3%	0 0%
focuses on continuing professional development.	1.50	94	56 60%	29 31%	9 10%	0 0%	0 0%
emphasizes management in political institutions and processes.	1.49	94	52 55%	38 40%	4 4%	0 0%	0 0%
integrates theoretical and applied approaches to public management.	1.31	94	69 73%	21 22%	4 4%	0 0%	0 0%
prepares students for careers as managers in public service.	1.37	94	64 68%	27 29%	2 2%	1 1%	0 0%
prepares students for careers as leaders in public service.	1.32	94	65 69%	28 30%	1 1%	0 0%	0 0%

due to rounding some percentages do not equal 100%

Appendix D
Exit Survey Comments

Students were asked at the end of the exit survey to comment on the things they liked and the things they would change about the MPA program. These comments were then recorded and put in categories. The categories were determined by the comments themselves, a natural grouping occurred among the comments.

The following categories were used:

Things I liked
- Professors (Faculty/Staff)
- Courses (Curriculum)
- ARP (Writing, Research)
- Schedule (Time and Location
- Students
- Career Support Areas
- Focus (Content)
- Other

Things I would Change
- Professors (Faculty)
- Courses (Curriculum)
- ARP (Writing, Research)
- Schedule (Time and Location)
- Students
- Career Support Areas
- Focus (Content)
- Notebook
- Connectivity
- Other

Things I liked

Professors (faculty/staff)
Great Professors
Staff and Faculty
The professors: (those mentioned by name) Weinerger, Balanoff, Shields, Johnson, Tajalli, Hofer,
        Balanoff, Garofalo, Johnson
Excellent staff
Friendly staff/professors
Positive relationships with excellent professors
The professors – very knowledgeable!
Diverse faculty
The friendly and <u>educated</u> faculty who truly care about the success of the students in the program
Accessibility and enthusiasm of <u>all</u> professors
The faculty was wonderful!!!
Approachable faculty
Faculty were most interested in my success and development
Working professionals as instructors
Excellent staff

Courses (Curriculum)
5335 and 5397
Excellent curriculum
The best thing about the MPA program was the classes offered (ethics, finance); there were many to choose
        from, each class was very beneficial to my reading, writing and critical thinking skills
5335 and 5397 really helped strengthen my writing and analytical skills
The courses also challenged me
Having real life situations discussed in class
Course designs are great for experienced practitioners
Diversity of courses
The international relations courses
Ability to tailor courses to one's needs/interests
The courses (curriculum) were interesting
Excellent curriculum

ARP (Writing, Research)
The feeling of accomplishment after completing ARP
The ARP invaluable learning
The ARP process
The evolving process of learning to evaluate through continual analysis and synthesis
Became a better writer through the ARP process
The ARP process works
Writing, learn to think
The amount of research projects
 Research projects prepare you for the writing to be done
Improved research and writing skills
Learning to think and write in a theoretical manner
Applied Research Project and the papers within each course force each student to engage the topics

Schedule (Time and Location)
Convenience of class schedule
The availability of courses
Night classes are paramount

Students

Community of learners
Great students in the program
I always felt there was someone to help in any situation
Knowledgeable camaraderie of the students
We learn from each other

Career Support Areas

The wide variety of fields that it prepares you to work in

Focus (Content)

Ethics, Research, Management training
It provided additional communication skills for public management
I enjoyed the practical application of the information I learned
It felt like we were talking theory and turning it into something we could use in the "real world"
Strong emphasis on public management, finance
Focus on management

Other

Well organized, well designed, will help with later life
Networking
Program evaluation
The organizational structure of the program
It teaches you valuable organizational skills and gives you an excellent perspective on approaches to public
       management
The valuable knowledge and skills that will transition into my public service career
Affiliation and active role in ASPA

Things I would Change

Professors (Faculty)

If there is one thing I would change, I would not take a class with Dr. ___ I did not gain any information
from his/her class

Increase number of faculty to reduce student to professor ratio/class size

I would add more time for teacher/student contact at times, especially towards the end of the program it
was difficult to set meetings with specific professors

I also would add more practitioners to class lectures

Courses (Curriculum)

More financial courses

More exposure to ARPs before 5335

More classes on law

5334 does not provide the technical tools to complete the program w/o outside resources

Introduce the different types of ARPs in 5321

Add stat class course requirement even if the student has taken stat as undergrad

Lighten the requirements for the internship. Have students do either the journal or the research paper

Have a broader selection of planning classes

Include project management

The amount of work and the type of analytical assessments accomplished in 5335 should be in the first
class taken

Problems in Public Law is inapplicable to the working world the way ___ taught it

Divide 5335 into other classes

Some of the information classes

Structured analysis in POSI 5335 should be presented at the beginning of the MPA program

Courses could be more challenging and interactive

Professors provide feedback on writing, so we can improve prior to 5335 and 5397

5321 should be mandatory for first semester or two

5334 should precede 5335 always so you have a 34, 35, 97 sequence

If students are not able to get through 5335 (and subsequently 5397) – they are unable to graduate, this is
hardly ever discussed in earlier courses; it is misleading and should be made clear at thebeginning

Add more nonprofit admin instruction

I would devote more course time to teaching students "how to" write technical papers, "how to" do an
effective power point presentation, how to market your skills for career opportunities

Add structural analysis to Intro course 5321

Better prepare students for 5335 and 5397 by requiring students to write, think and synthesize in other
courses

Add an applied project to POSI 5334 research class to understand the statistical measurements an
assessments

Consider making students take the Introduction to Public Administration course early in the program

5321 required within the first two semesters of the program

ARP (writing, research)
More exposure to ARPs before 5335
Introduce the different types of ARPs in 5321
Introduce the ARP concepts sooner in the program.
In the first semester introduce ARP, conceptual framework and notebook method.
Add time for projects to be completed and provide more assistance in the process.
Orals should be more discussion and not the sole factor in determining whether one graduates.
Emphasize that students think about their projects sooner than just 5335
Diversity ARP advising, Dr. Shields is great, but the workload for her seems high when there are plenty of
        other capable and competent professors
Better overall picture of the ARP process early in the program
Introduce the ARP early
Require ARP's reviewed earlier in the program so that an expectation of the final product can be realized
ARP process could be broken out into 3 classes (5397, 5335, _____)
If two different teachers on ARP process there should be more collaboration in terms of their feedback to
        students so they are on the same page
Try to clarify early on in the program the big picture
Incorporate ARPs into earlier classes for reading assignments, stressing eh big picture
Emphasize that each professor read and grade research projects thoroughly, this will help students prepare
        the ARP and not set them up for failure
Critical professors provide feedback on writing so can improve prior to 5335 and 5397
Make the due dates for the ARP earlier this would give plenty of time to make adjustments and changes
ARP introduced in earlier coursework and emphasized as what it is – a thesis
Include micro ARP assignment in 5321
More emphasis on ARP at beginning of program
Needs to emphasize more writing in ARP style early in program

Schedule (Time and Location)
More RRHEC classes
Meeting times
Make some courses available early evening

Students
More interactions between students, not only the CenTex ASPA happy hours

Career Support Areas
Assist students in their career support areas based on interest

Focus (Content)
More about actually managing a city or county
Focus on non-profit/alternative service delivery
More in depth course work in local government planning
Include more project management
Introduce research micro-conceptual frameworks earlier
More presentations early on
Require students to write, think and synthesize in the other program courses
Teach structural analysis of articles and books in the introductory classes
Focus on new government technology
E-Government class
More in depth coursework in local government planning
Focus on ethics in other classes, not just 5318

Notebook

Introduce notebook method sooner in the program
Notebook method should be applied to all classes
Notebook method should be second nature by the time a student starts to write the ARP
Start the notebook method earlier
Use Step-by-Step method in more courses

Connectivity

Emphasis on correlation between class work and ARP process
Make POSI 5334 matter, connect it to 5335 and 5397
More preparation for 5335 style writing and research in other courses
I think, while 5334 is a solid class, it could do more to feed into 5335 and the ARP process
5335 needs a feeder that helps alleviate the abruptness
Keep course material for 5334 but tie it in to the ARP process
Add more of a connect 5334/5397
5334 less memorization of terms and more application of methodology for research
5334 shouldn't be called 5334, it implies that it feeds you into 5335, not the case
5334 should feed into 35 because you need a primer for 5335
Emphasis or correlation between class work and ARP process
5334 could do more to feed into the ARP process
5334 could incorporate more of the ARP's inside of the curriculum
Keep course material for 5334 but tie it in to the ARP process

Other

More realistic view of what having an MPA will do (means)
More than one person in the role of director so we have more options and advising available
Non-research thesis option for students wanting to advance courses in professional development
Have students read the "Missing Link" article earlier

Appendix E
Alumni Surveys

I. Alumni who have graduated since 2003

Please indicate your opinion of the following questions/statements regarding your MPA experience.	MEAN	VALUE COUNT	1 STRONGLY AGREE	2 AGREE	3 NEITHER AGREE OR DISAGREE	4 DISAGREE	5 STRONGLY DISAGREE
The courses were offered at convenient times.	1.43	70	45 64%	20 29%	5 7%	0 0%	0 0%
The curriculum prepared me for applied research.	1.49	67	38 57%	25 37%	4 6%	0 0%	0 0%
The courses were offered frequently enough so that my degree requirements could be completed as planned.	1.50	70	40 57%	27 39%	1 1%	2 3%	0 0%
The MPA program has a public service orientation.	1.54	69	42 61%	20 29%	4 6%	3 4%	0 0%
The curriculum as a whole emphasized the central role of ethics in public service.	1.56	70	37 53%	28 40%	4 6%	1 1%	0 0%
The MPA program has helped in my career advancement.	1.57	69	43 62%	17 25%	5 7%	4 6%	0 0%
The courses were offered at convenient locations.	1.59	70	39 56%	23 33%	6 9%	2 3%	0 0%
The curriculum provided a balance between theoretical and applied approaches to public administration	1.64	70	38 54%	23 33%	6 9%	2 3%	1 1%
The MPA program focuses on continuing professional development.	1.75	69	32 46%	25 36%	9 13%	3 4%	0 0%

Due to rounding percentages may not equal 100%

Alumni who have graduated since 2003

Please rate the overall MPA faculty performance in the following areas.	MEAN	VALUE COUNT	1 EXCELLENT	2 GOOD	3 FAIR	4 POOR	5 UNSURE
Knowledge of subject area	1.20	70	57 81%	12 17%	1 1%	0 0%	0 0%
Class preparation	1.36	70	45 64%	25 36%	0 0%	0 0%	0 0%
Timeliness of feedback	1.41	70	44 63%	23 33%	3 4%	0 0%	0 0%
Accessibility	1.43	69	42 61%	24 35%	3 4%	0 0%	0 0%
Interested in professional development of students	1.49	70	45 64%	18 26%	5 7%	2 3%	0 0%
Public service orientation	1.63	70	40 57%	20 29%	8 11%	0 0%	2 3%

Due to rounding percentages
may not equal 100%

The MPA program contributed to my knowledge and comprehension of the following areas:	MEAN	VALUE COUNT	1 STRONGLY AGREE	2 AGREE	3 NEITHER AGREE OR DISAGREE	4 DISAGREE	5 STRONGLY DISAGREE
Ethics	1.50	70	41 59%	24 34%	4 6%	1 1%	0 %
Organization/Management Concepts	1.50	70	40 57%	25 36%	5 7%	0 %	0 %
Policy and program formation	1.51	70	38 54%	29 41%	2 3%	1 1%	0 %
Decision-Making	1.54	70	36 51%	31 44%	2 3%	1 1%	0 %
Program implementation/evaluation	1.59	69	37 54%	26 38%	3 4%	3 4%	0 %
Problem solving	1.60	70	35 50%	30 43%	3 4%	2 3%	0 %
Economic/Social Institutions and processes	1.67	70	31 44%	32 46%	6 9%	1 1%	0 %
Budget and financial administration	1.70	70	31 44%	31 44%	6 9%	2 3%	0 %
Political/Legal institutions and processes	1.71	69	28 41%	35 51%	4 6%	2 3%	0 %
Human resources management	1.74	70	33 47%	25 36%	9 14%	3 4%	0 %
Information systems and technology applications	1.94	70	25 36%	31 44%	8 11%	5 7%	1 1%

Due to rounding percentages
may not equal 100%

Alumni who have graduated since 2003

Please rate the MPA program in the following areas	MEAN	VALUE COUNT	1 EXCELLENT	2 GOOD	3 FAIR	4 POOR	5 UNSURE
Outside-classroom accessibility between students and faculty.	1.42	69	40 58%	29 42%	0 0%	0 0%	0 0%
The helpfulness of the program staff.	1.46	70	43 61%	22 31%	5 7%	0 0%	0 0%
The quality of the program advising.	1.53	70	43 61%	20 29%	4 6%	3 4%	0 0%
The quality of the library services.	1.60	68	38 56%	21 31%	8 12%	0 0%	1 1%
Opportunities for interaction with professional public administration associates.	1.66	70	35 50%	26 37%	7 10%	2 3%	0 0%
Outside classroom among students in the program.	1.67	70	34 49%	27 39%	7 10%	2 3%	0 0%
Opportunities to speak to public administration practitioners.	1.83	69	32 46%	22 32%	10 145	5 7%	0 0%

Due to rounding percentages
may not equal 100%

Alumni who have graduated since 2003

The MPA program contributed to the development of my skills in the following areas	MEAN	COUNT	STRONGLY AGREE	AGREE	NEITHER AGREE OR DISAGREE	DISAGREE	STRONGLY DISAGREE
		VALUE	1	2	3	4	0
Ability to use references appropriate in research papers	1.37	70	48 69%	19 27%	2 3%	1 1%	0 0%
Ability to write clearly	1.47	70	43 61%	22 31%	4 6%	1 1%	0 0%
Ability to use reasoned arguments to judge evidence in public policy and public management	1.49	69	41 59%	23 33%	4 6%	1 1%	0 0%
Ability to use correct grammar	1.55	69	39 57%	22 32%	8 12%	0 0%	0 0%
Ability to see patterns and classify information in public policy and administration	1.59	70	36 51%	27 39%	7 10%	0 0%	0 0%
Qualitative analysis	1.61	69	33 48%	32 46%	2 3%	2 3%	0 0%
Quantitative analysis	1.64	70	31 44%	35 50%	2 3%	2 3%	0 0%
Ability to speak clearly in front of groups	1.66	70	37 53%	23 33%	7 10%	3 4%	0 0%
Program evaluation	1.67	70	31 44%	33 47%	4 6%	2 3%	0 0%
Legal analysis	1.96	70	24 34%	29 41%	14 20%	2 3%	1 1%

Due to rounding percentages may not equal 100%

6. Would you choose the MPA program again?

	COUNT	PERCENT
Yes	63	91%
No	1	1%
Uncertain	5	7%

7. Would you recommend the MPA program to others?

	COUNT	PERCENT
Yes	64	93%
No	1	1%
Uncertain	4	6%

8. How well do you feel the MPA program prepared you for a career as a manager in public service?

	COUNT	PERCENT
Excellent	41	59%
Good	22	31%
Fair	5	7%
Poor	0	0%
No Opinion	2	3%

9. How well do you feel the MPA program prepared you to be a leader in public service?

	COUNT	PERCENT
Excellent	40	59%
Good	20	29%
Fair	5	7%
Poor	1	1%
No Opinion	2	3%

African American Alumni who have graduated since 2003

Please indicate your opinion of the following questions/statements regarding your MPA experience.	MEAN	COUNT	VALUE				
			1	2	3	4	5
			STRONGLY AGREE	AGREE	NEITHER AGREE OR DISAGREE	DISAGREE	STRONGLY DISAGREE
The courses were offered at convenient times.	1.37	19	13 68%	5 26%	1 5%	0 0%	0 0%
The courses were offered frequently enough so that my degree requirements could be completed as planned.	1.42	19	12 63%	6 32%	1 5%	0 0%	0 0%
The curriculum prepared me for applied research.	1.47	19	12 63%	5 26%	2 11%	0 0%	0 0%
The curriculum provided a balance between theoretical and applied approaches to public administration.	1.53	19	10 53%	8 42%	1 5%	0 0%	0 0%
The MPA program has a public service orientation.	1.53	19	12 63%	5 26%	1 5%	1 5%	0 0%
The courses were offered at convenient locations.	1.53	19	12 63%	4 21%	3 16%	0 0%	0 0%
The MPA program focuses on continuing professional development.	1.58	19	10 53%	7 37%	2 11%	0 0%	0 0%
The MPA program has helped in my career advancement.	1.58	19	12 63%	4 21%	2 11%	1 5%	0 0%
The curriculum, as a whole, emphasized the central role of ethics in public service.	1.58	19	9 47%	9 47%	1 5%	0 0%	0 0%

Due to rounding percentages may not equal 100%

Please rate overall MPA faculty performance in the following areas	MEAN	COUNT	VALUE				
			1	2	3	4	5
			EXCELLENT	GOOD	FAIR	POOR	UNSURE
Knowledge of subject area	1.11	19	17 89%	2 11%	0 0%	0 0%	0 0%
Timeliness of feedback	1.37	19	13 68%	5 26%	1 5%	0 0%	0 0%
Class preparation	1.47	19	10 53%	9 47%	0 0%	0 0%	0 0%
Interested in professional development of students	1.58	19	12 63%	4 21%	2 11%	1 5%	0 0%
Accessibility	1.63	19	9 47%	8 42%	2 11%	0 0%	0 0%
Public Service Orientation	1.68	19	8 42%	9 47%	2 11%	0 0%	0 0%

Due to rounding percentages
may not equal 100%

African American Alumni who have graduated since 2003

The MPA program contributed to my knowledge and comprehension of the following areas	MEAN	VALUE COUNT	1 STRONGLY AGREE	2 AGREE	3 NEITHER AGREE OR DISAGREE	4 DISAGREE	5 STRONGLY DISAGREE
Program implementation/evaluation	1.42	19	11 58%	8 42%	0 0%	0 0%	0 0%
Organizational/management concepts	1.47	19	11 58%	7 37%	1 5%	0 0%	0 0%
Problem solving	1.53	19	10 53%	8 42%	1 5%	0 0%	0 0%
Decision-Making	1.53	19	10 53%	8 42%	1 5%	0 0%	0 0%
Policy and program formation	1.53	19	10 53%	8 42%	1 5%	0 0%	0 0%
Ethics	1.58	19	11 58%	5 26%	3 16%	0 0%	0 0%
Budget and financial administration	1.58	19	9 47%	9 47%	1 5%	0 0%	0 0%
Economic/social institutions and processes	1.58	19	9 47%	9 47%	1 5%	0 0%	0 0%
Human resources management	1.74	19	9 47%	6 32%	4 21%	0 0%	0 0%
Political/legal institutions and processes	1.79	19	8 42%	8 42%	2 11%	1 5%	0 0%
Information systems and technology applications	1.89	19	6 32%	9 47%	4 21%	0 0%	0 0%

Due to rounding percentages
may not equal 100%

African American Alumni who have graduated since 2003

Please rate the MPA program in the following areas	MEAN	VALUE COUNT	1 EXCELLENT	2 GOOD	3 FAIR	4 POOR	5 UNSURE
The helpfulness of the program staff	1.42	19	13 68%	4 21%	2 11%	0 0%	0 0%
The quality of the library services	1.47	19	13 68%	3 16%	3 16%	0 0%	0 0%
The quality of the program advising	1.53	19	13 68%	3 16%	2 11%	1 5%	0 0%
Opportunities for interaction with professional public administration associations	1.58	19	10 53%	7 37%	2 11%	0 0%	0 0%
Outside-classroom accessibility between students and faculty	1.68	19	9 47%	9 47%	0 0%	0 0%	1 5%
Opportunities to speak to public administration practitioners	1.74	19	8 42%	9 47%	1 5%	1 5%	0 0%
Outside-classroom interaction among students in the program	1.74	19	8 42%	8 42%	3 16%	0 0%	0 0%

Due to rounding percentages may not equal 100%

The MPA program contributed to the development of my skills in the following areas	MEAN	VALUE COUNT	1 STRONGLY AGREE	2 AGREE	3 NEITHER AGREE OR DISAGREE	4 DISAGREE	0 STRONGLY DISAGREE
Ability to use references appropriately in research papers	1.37	19	12 63%	7 37%	0 0%	0 0%	0 0%
Ability to write clearly	1.42	19	11 58%	6 42%	0 0%	0 0%	0 0%
Ability to use reasoned arguments to judge evidence in public policy and public management	1.47	19	13 68%	3 16%	3 16%	0 0%	0 0%
Ability to use correct grammar	1.53	19	10 53%	8 42%	1 5%	0 0%	0 0%
Ability to speak clearly in front of groups	1.53	19	11 58%	7 37%	0 0%	1 5%	0 0%
Quantitative analysis	1.63	19	8 42%	10 53%	1 5%	0 0%	0 0%
Program evaluation	1.68	19	9 47%	8 42%	1 5%	1 5%	
Qualitative analysis	1.78	18	7 39%	9 50%	1 6%	1 6%	0 0%
Ability to see patterns and classify information in public policy and administration	1.79	19	9 47%	5 26%	5 26%	0 0%	0 0%
Legal analysis	1.95	19	8 42%	5 26%	5 26%	1 5%	0 0%

6. Would you choose the MPA program
again?

	COUNT	PERCENT
Yes	17	89%
No	1	5%
Uncertain	1	5%

7. Would you recommend the MPA program
to others?

	COUNT	PERCENT
Yes	16	94%
No	0	0%
Uncertain	1	6%

8. How well do you feel the MPA program prepared you for a career
as a manager in public service?

	COUNT	PERCENT
Excellent	9	47%
Good	8	42%
Fair	2	11%
Poor	0	0%
No Opinion	0	0%

9. How well do you feel the MPA program prepared you to be a
leader in public service?

	COUNT	PERCENT
Excellent	10	53%
Good	7	37%
Fair	2	11%
Poor	0	0%
No Opinion	0	0%

Hispanic Alumni who have graduated since 2003

Please indicate your opinion of the following questions/statements regarding your MPA experience	MEAN	COUNT	1 STRONGLY AGREE	2 AGREE	3 NEITHER AGREE OR DISAGREE	4 DISAGREE	5 STRONGLY DISAGREE
		VALUE	1	2	3	4	5
The MPA program has a public service orientation.	1.31	29	20 69%	9 31%	0 0%	0 0%	0 0%
The courses were offered at convenient times.	1.33	30	21 70%	8 27%	1 3%	0 0%	0 0%
The curriculum prepared me for applied research.	1.37	30	20 67%	9 30%	1 3%	0 0%	0 0%
The courses were offered at convenient locations.	1.43	30	20 67%	8 27%	1 3%	1 3%	0 0%
The MPA program has helped in my career advancement.	1.47	30	21 70%	6 20%	1 3%	2 7%	0 0%
The curriculum provided a balance between theoretical and applied approaches to public administration.	1.53	30	18 60%	9 30%	2 7%	1 3%	0 0%
The courses were offered frequently enough so that my degree requirements could be completed as planned.	1.57	30	18 60%	9 30%	1 3%	2 7%	0 0%
The curriculum, as a whole, emphasized the central role of ethics in public service.	1.60	30	15 50%	13 43%	1 3%	1 3%	0 0%
The MPA program focuses on continuing professional development.	1.80	30	14 47%	11 37%	2 7%	3 10%	0 0%

Due to rounding percentages may not equal 100%

Hispanic Alumni who have graduated since 2003

Please rate overall MPA faculty performance in the following areas	MEAN	VALUE COUNT	1 EXCELLENT	2 GOOD	3 FAIR	4 POOR	5 UNSURE
Knowledge of subject area	1.17	30	25 83%	5 17%	0 0%	0 0%	0 0%
Class preparation	1.30	30	21 70%	9 30%	0 0%	0 0%	0 0%
Accessibility	1.37	30	20 67%	9 30%	1 3%	0 0%	0 0%
Public Service Orientation	1.37	30	22 73%	5 17%	3 10%	0 0%	0 0%
Interested in professional development of students	1.43	30	20 67%	7 23%	3 10%	0 0%	0 0%
Timeliness of feedback	1.43	30	19 63%	9 30%	2 7%	0 0%	0 0%

Due to rounding percentages
may not equal 100%

The MPA program contributed to my knowledge and comprehension of the following areas	MEAN	VALUE COUNT	1 STRONGLY AGREE	2 AGREE	3 NEITHER AGREE OR DISAGREE	4 DISAGREE	5 STRONGLY DISAGREE
Ethics	1.47	30	17 57%	12 40%	1 3%	0 0%	0 0%
Decision-Making	1.50	30	15 50%	15 50%	0 0%	0 0%	0 0%
Problem solving	1.53	30	16 53%	12 40%	2 7%	0 0%	0 0%
Organizational/management concepts	1.53	30	19 63%	7 23%	3 10%	1 3%	0 0%
Policy and program formulation	1.57	30	18 60%	9 30%	1 3%	2 7%	0 0%
Economic/social institutions and processes	1.60	30	16 53%	11 37%	2 7%	1 3%	0 0%
Political/legal institutions and processes	1.63	30	16 53%	11 37%	1 3%	2 7%	0 0%
Program implementation and evaluation	1.72	29	17 59%	7 24%	1 3%	4 14%	0 0%
Budget and financial administration	1.73	30	15 50%	10 33%	3 10%	2 7%	0 0%
Human resource management	1.73	30	17 57%	7 23%	3 10%	3 10%	0 0%
Information systems and technology applications	1.97	30	11 37%	14 47%	0 0%	5 17%	0 0%

Due to rounding
percentages may not equal

129

100%

Hispanic Alumni who have graduated since 2003

Please rate the MPA program in the following areas	MEAN	VALUE COUNT	1 EXCELLENT	2 GOOD	3 FAIR	4 POOR	5 Unsure
The quality of the program advising	1.30	30	23 77%	5 17%	2 7%	0 0%	0 0%
Outside-classroom accessibility between students and faculty	1.37	30	20 67%	9 30%	1 3%	0 0%	0 0%
The helpfulness of the program staff	1.43	30	20 67%	7 23%	3 10%	0 0%	0 0%
Opportunities for interaction with professional public administration associations	1.43	30	19 63%	9 30%	2 7%	0 0%	0 0%
Outside-classroom interaction among students in the program	1.50	30	19 63%	7 23%	4 13%	0 0%	0 0%
The quality of the library services	1.60	30	18 60%	8 27%	3 10%	0 0%	1 3%
Opportunities to speak to public administration practitioners	1.70	30	15 50%	10 33%	4 13%	1 3%	0 0%

Due to rounding percentages
may not equal 100%

The MPA program contributed to the development of my skills in the following areas	MEAN	VALUE COUNT	1 STRONGLY AGREE	2 AGREE	3 NEITHER AGREE OR DISAGREE	4 DISAGREE	5 STRONGLY DISAGREE
Ability to use references appropriately in research papers	1.23	30	24 80%	5 17%	1 3%	0 0%	0 0%
Ability to write clearly	1.27	30	24 80%	4 13%	2 7%	0 0%	0 0%
Ability to use reasoned arguments to judge evidence in public policy and public management	1.28	29	21 72%	8 28%	0 0%	0 0%	0 0%
Ability to use correct grammar	1.37	30	22 74%	5 17%	3 10%	0 0%	0 0%
Ability to see patterns and classify information in public policy and administration	1.37	30	21 70%	7 23%	2 7%	0 0%	0 0%
Qualitative analysis	1.43	30	20 67%	8 27%	1 3%	1 3%	0 0%
Quantitative Analysis	1.47	30	17 57%	12 40%	1 3%	0 0%	0 0%
Program Evaluation	1.73	30	14 47%	12 40%	2 7%	2 7%	0 0%
Ability to speak clearly in front of groups	1.73	30	16 53%	9 30%	2 7%	3 10%	0 0%
Legal analysis	1.80	30	13 43%	12 40%	3 10%	2 7%	0 0%

130

6. Would you choose the MPA program again?

	COUNT	PERCENT
Yes	26	87%
No	0	0%
Uncertain	4	13%

7. Would you recommend the MPA program to others?

	COUNT	PERCENT
Yes	28	93%
No	0	0%
Uncertain	2	7%

8. How well do you feel the MPA program prepared you for a career as a manager in public service?

	COUNT	PERCENT
Excellent	19	63%
Good	9	30%
Fair	2	7%
Poor	0	0%
No Opinion	0	0%

9. How well do you feel the MPA program prepared you to be a leader in public service?

	COUNT	PERCENT
Excellent	20	69%
Good	6	21%
Fair	2	7%
Poor	1	3%
No Opinion	0	0%

Appendix F
Student Survey

MPA Students – Spring 2009

Please indicate your opinion of the following questions/statements regarding your MPA experience	MEAN	COUNT	1 STRONGLY AGREE	2 AGREE	3 NEITHER AGREE OR DISAGREE	4 DISAGREE	5 STRONGLY DISAGREE	0 NOT IN PROGRAM LONG ENOUGH TO JUDGE
			VALUE					
The program's courses are oriented towards public service.	1.46	87	49 56%	36 41%	2 2%	0 0%	0 0%	4
The Texas State MPA program is preparing me to be a leader in public service.	1.68	85	38 45%	37 44%	9 11%	1 1%	0 0%	6
The program emphasizes the central role of ethics in public service.	1.69	83	36 43%	38 46%	8 10%	1 1%	0 0%	8
The Texas State MPA program is preparing me to be a Manager in public service.	1.71	87	34 39%	47 54%	3 3%	3 3%	0 0%	4
The curriculum provides a balance between theoretical and applied approaches to PA.	1.85	84	31 37%	41 49%	6 7%	6 7%	0 0%	7
The program emphasizes management of political institutions and processes.	1.94	87	26 30%	45 52%	11 13%	5 6%	0 0%	4
The program provides professional networking opportunities.	1.94	85	30 35%	37 44%	11 13%	7 8%	0 0%	6
The courses are offered at convenient locations.	1.98	89	30 34%	40 45%	11 12%	7 8%	1 1%	2
The student research at Texas State is outstanding.	2.09	67	25 37%	21 31%	14 21%	4 6%	3 4%	24
The courses are offered frequently enough so that my degree requirements can be completed in a timely fashion.	2.21	84	24 29%	36 43%	8 10%	14 17%	2 2%	7

Due to rounding percentages may not equal 100%

MPA Students – Spring 2009

		VALUE	1	2	3	4	5	0
Please indicate your opinion on how the MPA program contributes to the development of skills in the following areas	MEAN	COUNT	STRONGLY AGREE	AGREE	NEITHER AGREE OR DISAGREE	DISAGREE	STRONGLY DISAGREE	NOT IN PROGRAM LONG ENOUGH TO JUDGE
Ability to use references appropriately in research papers.	1.45	88	56 64%	27 31%	3 3%	1 1%	1 1%	3
Ability to use reasoned arguments to judge evidence in public policy and public management.	1.73	84	37 44%	36 43%	8 10%	3 4%	0 0%	6
Ability to write clearly.	1.78	87	40 46%	32 37%	9 10%	6 7%	0 0%	4
Ability to speak clearly in front of groups.	1.79	86	32 37%	43 50%	9 10%	1 1%	0 0%	5
Ability to use correct grammar.	1.91	87	30 38%	36 41%	11 13%	7 8%	0 0%	4
Ability to see patterns and classify information in public policy and administration.	1.92	85	29 34%	39 46%	12 14%	5 6%	0 0%	6
Ability to meet the challenges of managing a diverse work force.	1.96	84	27 32%	38 45%	14 17%	5 6%	0 0%	7

Due to rounding percentages may not equal 100%

		VALUE	1	2	3	4	0
Please give an overall rating to MPA program faculty in the following areas	MEAN	COUNT	EXCELLENT	GOOD	FAIR	POOR	NOT IN PROGRAM LONG ENOUGH TO JUDGE
Knowledge of subject area	1.20	86	69 80%	17 20%	0 0%	0 0%	4
Class preparation	1.45	86	49 57%	35 41%	2 2%	0 0%	4
Interested in professional development of students	1.50	84	49 58%	28 33%	7 8%	0 0%	5
Diversity of faculty	1.50	84	48 57%	31 37%	4 5%	1 1%	6
Experience in public service	1.77	82	36 44%	29 35%	17 21%	0 0%	8

Due to rounding percentages may not equal 100%

MPA Students – Spring 2009

Please rate how well the MPA program contributes to your understanding of the following areas	MEAN	COUNT	VALUE	1 EXCELLENT	2 GOOD	3 FAIR	4 POOR	0 NOT IN PROGRAM LONG ENOUGH TO JUDGE
Organization and management concepts	1.54	82		41 50%	38 46%	3 4%	0 0%	8
Policy and program formulation	1.65	80		36 45%	38 48%	4 5%	2 2%	10
Political and legal institutions	1.65	80		36 45%	37 46%	6 8%	1 1%	11
Decision-making	1.66	83		36 43%	39 47%	8 10%	0 0%	8
Budgeting and financial processes	1.67	72		34 47%	29 40%	8 11%	1 1%	19
Human Resources	1.78	78		25 32%	45 58%	8 10%	0 0%	13
Economic and social institutions	1.82	79		29 37%	37 47%	11 14%	2 3%	12
Information management/technology	1.85	73		29 40%	27 37%	16 22%	1 1%	18

Due to rounding percentages may not equal 100%

MPA Students – Spring 2009

Please rate the MPA program on the following	MEAN	COUNT	1 EXCELLENT	2 GOOD	3 FAIR	4 POOR	0 NOT IN PROGRAM LONG ENOUGH TO JUDGE
		VALUE					
Office Support Staff	1.46	79	48 61%	26 33%	5 6%	0 0%	10
Library Resources	1.56	82	47 57%	26 32%	7 9%	2 2%	9
Applicability of the Core Courses	1.67	83	39 47%	32 39%	12 14%	0 0%	8
Classroom technology	1.85	84	33 39%	33 39%	16 19%	2 2%	7
Career Support Areas	1.87	78	30 38%	33 42%	10 13%	5 6%	12
Advising	1.91	81	31 38%	32 40%	12 15%	6 7%	10

Due to rounding percentages may not equal 100%

African American MPA Students – Spring 2009

Please indicate your opinion of the following questions/statements regarding your MPA experience	MEAN	COUNT	VALUE	1	2	3	4	5	0
				STRONGLY AGREE	AGREE	NEITHER AGREE OR DISAGREE	DISAGREE	STRONGLY DISAGREE	NOT IN PROGRAM LONG ENOUGH TO JUDGE
The Texas State MPA program is preparing me to be a leader in public service.	1.36	11		7 64%	4 36%	0 0%	0 0%	0 0%	0
The program's courses are oriented towards public service.	1.45	11		6 55%	5 45%	0 0%	0 0%	0 0%	0
The Texas State MPA program is preparing me to be a Manager in public service.	1.55	11		5 45%	6 55%	0 0%	0 0%	0 0%	0
The program emphasizes management of political institutions and processes.	1.64	11		4 36%	7 64%	0 0%	0 0%	0 0%	0
The program provides professional networking opportunities.	1.64	11		6 55%	4 36%	0 0%	1 9%	0 0%	0
The student research (Applied Research Project) at Texas State is outstanding.	1.75	4		2 50%	1 25%	1 25%	0 0%	0 0%	7
The program emphasizes the central role of ethics in public service.	1.78	9		3 33%	5 56%	1 11%	0 0%	0 0%	2
The curriculum provides a balance between theoretical and applied approaches to public administration.	1.89	9		3 33%	5 56%	0 0%	1 11%	0 0%	2
The courses are offered at convenient locations.	2.27	11		3 27%	4 36%	2 18%	2 18%	0 0%	0
The courses are offered frequently enough so that my degree requirements can be completed in a timely fashion.	2.40	10		2 20%	5 50%	0 0%	3 30%	0 0%	1

Due to rounding percentages may not equal 100%

African American MPA Students – Spring 2009

Please indicate your opinion on how the MPA program contributes to the development of skills in the following areas	MEAN	COUNT	1 STRONGLY AGREE	2 AGREE	3 NEITHER AGREE OR DISAGREE	4 DISAGREE	5 STRONGLY DISAGREE	0 NOT IN PROGRAM LONG ENOUGH TO JUDGE
		VALUE	1	2	3	4	5	0
Ability to use references appropriately in research papers.	1.27	11	9 82%	1 9%	1 9%	0 0%	0 0%	0
Ability to write clearly.	1.36	11	7 64%	4 36%	0 0%	0 0%	0 0%	0
Ability to use correct grammar.	1.45	11	6 55%	5 45%	0 0%	0 0%	0 0%	0
Ability to speak clearly in front of groups.	1.55	11	7 64%	3 27%	0 0%	1 9%	0 0%	0
Ability to use reasoned arguments to judge evidence in public policy and administration.	1.64	11	6 55%	4 36%	0 0%	1 9%	0 0%	0
Ability to see patterns and classify information in public policy and administration	1.91	11	5 45%	3 27%	2 18%	1 9%	0 0%	0
Ability to meet the challenges of managing a diverse work force.	2.09	11	5 45%	2 18%	2 18%	2 18%	0 0%	0

Due to rounding percentages may not equal 100%

Please give an overall rating to MPA program faculty in the following areas	MEAN	COUNT	1 EXCELLENT	2 GOOD	3 FAIR	4 POOR	0 NOT IN PROGRAM LONG ENOUGH TO JUDGE
		VALUE	1	2	3	4	0
Knowledge of subject area	1.09	11	10 91%	1 9%	0 0%	0 0%	0
Class preparation	1.36	11	7 64%	4 36%	0 0%	0 0%	0
Experience in public service	1.55	11	7 64%	2 18%	2 18%	0 0%	0
Interested in professional development of students	1.64	11	7 64%	1 9%	3 27%	0 0%	0
Diversity of faculty	1.91	11	5 45%	3 27%	2 18%	1 9%	0

Due to rounding percentages may not equal 100%

African American MPA Students – Spring 2009

Please rate how well the MPA program contributes to your understanding of the following areas	MEAN	COUNT	VALUE 1 EXCELLENT	2 GOOD	3 FAIR	4 POOR	0 NOT IN PROGRAM LONG ENOUGH TO JUDGE
Political and legal institutions	1.11	9	8 89%	1 11%	0 0%	0 0%	2
Information management/technology	1.25	8	6 75%	2 25%	0 0%	0 0%	3
Budgeting and financial processes	1.29	7	5 71%	2 29%	0 0%	0 0%	4
Human Resources	1.38	8	5 62%	3 38%	0 0%	0 0%	3
Organization and management concepts	1.40	10	6 60%	4 40%	0 0%	0 0%	1
Economic and social institutions	1.44	9	5 56%	4 44%	0 0%	0 0%	2
Decision-Making	1.60	10	4 40%	6 60%	0 0%	0 0%	1
Policy and program formulation	1.80	10	4 40%	4 40%	2 20%	0 0%	1

Due to rounding percentages may not equal 100%

Please rate the MPA program on the following	MEAN	COUNT	VALUE 1 EXCELLENT	2 GOOD	3 FAIR	4 POOR	0 NOT IN PROGRAM LONG ENOUGH TO JUDGE
Office support staff	1.30	10	7 70%	3 30%	0 0%	0 0%	1
Library Resources	1.50	10	6 60%	3 30%	1 10%	0 0%	1
Applicability of the Core courses	1.60	10	6 60%	2 20%	2 20%	0 0%	1
Classroom technology	1.70	10	6 60%	2 20%	1 10%	1 10%	1
Advising	1.90	10	4 40%	3 30%	3 30%	0 0%	1
Career Support Areas	2.00	9	3 33%	4 44%	1 11%	1 11%	2

Due to rounding percentages may not equal 100%

Hispanic MPA Students – Spring 2009

Please indicate your opinion of the following questions/statements regarding your MPA experience	MEAN	COUNT	1 STRONGLY AGREE	2 AGREE	3 NEITHER AGREE OR DISAGREE	4 DISAGREE	5 STRONGLY DISAGREE	0 NOT IN PROGRAM LONG ENOUGH TO JUDGE
		VALUE						
The program's courses are oriented towards public service.	1.35	20	14 70%	5 25%	1 5%	0 0%	0 0%	2
The program emphasizes the central role of ethics in public service.	1.53	19	10 53%	8 42%	1 5%	0 0%	0 0%	3
The Texas State MPA program is preparing me to be a Manager in public service.	1.63	19	9 47%	9 47%	0 0%	1 5%	0 0%	3
The Texas State MPA program is preparing me to be a leader in public service.	1.79	19	7 37%	9 47%	3 16%	0 0%	0 0%	3
The curriculum provides a balance between theoretical and applied approaches to public administration.	1.90	20	7 35%	10 50%	1 5%	2 10%	0 0%	2
The courses are offered at convenient locations.	1.90	20	9 45%	7 35%	1 5%	3 15%	0 0%	2
The program emphasizes management of political institutions and processes.	1.95	20	9 45%	6 30%	2 10%	3 15%	0 0%	2
The program provides professional networking opportunities.	2.05	20	6 30%	8 40%	5 25%	1 5%	0 0%	2
The student research (Applied Research Project) at Texas State is outstanding.	2.07	14	6 43%	3 21%	4 29%	0 0%	1 7%	8
The courses are offered frequently enough so that my degree requirements can be completed in a timely fashion.	2.40	20	7 35%	5 25%	1 5%	7 35%	0 0%	2

Due to rounding percentages may not equal 100%

Hispanic MPA Students – Spring 2009

Please indicate your opinion on how the MPA program contributes to the development of skills in the following areas	MEAN	COUNT	1 STRONGLY AGREE	2 AGREE	3 NEITHER AGREE OR DISAGREE	4 DISAGREE	5 STRONGLY DISAGREE	0 NOT IN PROGRAM LONG ENOUGH TO JUDGE
		VALUE	1	2	3	4	5	0
Ability to use references appropriately in research papers.	1.40	20	12 60%	8 40%	0 0%	0 0%	0 0%	2
Ability to sue reasoned arguments to judge evidence in public policy and public management.	1.68	19	9 47%	7 37%	3 16%	0 0%	0 0%	3
Ability to speak clearly in front of groups.	1.90	20	8 40%	8 40%	3 15%	0 0%	1 5%	2
Ability to meet the challenges of managing a diverse work force.	1.95	19	8 42%	5 26%	5 26%	1 5%	0 0%	3
Ability to see patterns and classify information in public policy and administration.	1.95	19	8 42%	7 37%	1 5%	3 16%	0 0%	3
Ability to use correct grammar.	1.95	20	10 50%	4 20%	3 15%	3 15%	0 0%	2
Ability to write clearly.	2.05	20	10 50%	3 15%	3 15%	4 20%	0 0%	2

Due to rounding percentages may not equal 100%

Please give an overall rating to the MPA program faculty in the following areas	MEAN	COUNT	1 EXCELLENT	2 GOOD	3 FAIR	4 POOR	0 NOT IN PROGRAM LONG ENOUGH TO JUDGE
		VALUE	1	2	3	4	0
Knowledge of subject area	1.30	20	14 70%	6 30%	0 0%	0 0%	2
Diversity of faculty	1.32	19	13 68%	6 32%	0 0%	0 0%	3
Class preparation	1.45	20	11 55%	9 45%	0 0%	0 0%	2
Interested in professional development of students	1.55	20	11 55%	7 35%	2 10%	0 0%	2
Experience in public service	1.79	19	8 42%	7 37%	4 21%	0 0%	3

Due to rounding percentages may not equal 100%

Hispanic MPA Students – Spring 2009

	VALUE	1	2	3	4	0
Please rate how well the MPA program contributes to your understanding of the following areas	MEAN	COUNT	EXCELLENT	GOOD	FAIR	POOR	NOT IN PROGRAM LONG ENOUGH TO JUDGE
Organization and management concepts	1.42	19	12 63%	6 32%	1 5%	0 0%	3
Policy and program formulation	1.61	18	9 50%	8 44%	0 0%	1 6%	4
Human Resources	1.63	19	8 42%	10 53%	1 5%	0 0%	3
Political and legal institutions	1.63	19	9 47%	8 42%	2 11%	0 0%	3
Decision-Making	1.68	19	9 47%	7 37%	3 16%	0 0%	3
Budgeting and financial processes	1.81	16	7 44%	5 31%	4 25%	0 0%	6
Economic and social institutions	1.89	18	8 44%	5 28%	4 22%	1 6%	4
Information management/technology	2.00	16	7 44%	2 12%	7 44%	0 0%	6

Due to rounding percentages may not equal 100%

	VALUE	1	2	3	4	0
Please rate the MPA on the following	MEAN	COUNT	EXCELLENT	GOOD	FAIR	POOR	NOT IN PROGRAM LONG ENOUGH TO JUDGE
Office Support Staff	1.42	19	12 63%	6 32%	1 5%	0 0%	3
Library Resources	1.47	19	13 68%	3 16%	3 16%	0 0%	3
Applicability of the Core courses	1.58	19	11 58%	5 26%	3 16%	0 0%	3
Career Support Areas	1.61	18	10 56%	6 33%	1 6%	1 6%	4
Advising	1.70	20	10 50%	7 35%	2 10%	1 5%	2
Classroom Technology	1.75	20	9 45%	7 35%	4 20%	0 0%	2

Due to rounding percentages may not equal 100%

Appendix G
Reputational Employer Survey

In your organization, Texas State MPA graduates demonstrate	MEAN	COUNT	5 STRONGLY AGREE	4 AGREE	3 NEITHER AGREE OR DISAGREE	2 DISAGREE	1 STRONGLY DISAGREE
			VALUE				
High ethics	4.75	28	21 75%	7 25%	0 0%	0 0%	0 0%
A commitment to public service	4.75	28	22 79%	5 18%	1 4%	0 0%	0 0%
The ability to do research	4.57	28	17 61%	10 36%	1 4%	0 0%	0 0%
The ability to be a manager	4.5	28	14 50%	14 50%	0 0%	0 0%	0 0%
The ability to be a leader	4.46	28	13 46%	15 54%	0 0%	0 0%	0 0%
The ability to use technology in managerial tasks	4.46	28	13 46%	15 54%	0 0%	0 0%	0 0%
Ability to integrate theoretical and applied approaches to public management	4.29	28	11 39%	14 50%	3 11%	0 0%	0 0%

Due to rounding percentages
may not equal 100%

| In your organization, Texas State MPA graduates demonstrate knowledge and comprehension of | MEAN | COUNT | VALUE | 5 | 4 | 3 | 2 | 1 |
				STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE
Decision-making and problem solving	4.68	28		19 68%	9 32%	0 0%	0 0%	0 0%
Policy and program formulation, implementation and evaluation	4.57	28		17 61%	10 36%	1 4%	0 0%	0 0%
Applicable organization and management concepts	4.57	28		16 57%	12 43%	0 0%	0 0%	0 0%
Political and legal institutions and processes	4.41	27		13 48%	12 44%	2 7%	0 0%	0 0%
Information systems, including computer literacy and applications	4.36	28		10 36%	18 64%	0 0%	0 0%	0 0%
Economic and social institutions and processes	4.36	28		11 39%	16 57%	1 4%	0 0%	0 0%
Human resource management	4.29	28		11 39%	14 50%	3 11%	0 0%	0 0%
Budgeting and financial processes	4.18	28		11 39%	12 43%	4 14%	1 4%	0 0%

Due to rounding percentages may not equal 100%

		VALUE	5	4	3	2	1

In your organization, Texas State MPA graduates have the ability to	MEAN	COUNT	STRONGLY AGREE	AGREE	NEITHER AGREE OR DISAGREE	DISAGREE	STRONGLY DISAGREE
Communicate effectively in writing (structure, clarity, brevity)	4.67	27	19 70%	7 26%	1 4%	0 0%	0 0%
Communicate effectively orally (presentation skills and speaking skills)	4.64	28	18 64%	10 36%	0 0%	0 0%	0 0%
Understand and meet the challenges of managing a diverse workforce	4.61	28	18 64%	9 32%	1 4%	0 0%	0 0%
Analyze public policy and management problems	4.46	28	16 57%	9 32%	3 11%	0 0%	0 0%
Use reasoned arguments to judge evidence in public policy and public management	4.39	28	14 50%	11 39%	3 11%	0 0%	0 0%

Due to rounding percentages
may not equal 100%

		VALUE	5	4	3	2	1
Texas State MPA graduates demonstrate	MEAN	COUNT	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE
Interpersonal skills with superiors, subordinates, and peers	4.68	28	19 68%	9 32%	0 0%	0 0%	0 0%
Ability to think through ethical dilemmas	4.59	27	16 59%	11 41%	0 0%	0 0%	0 0%
Project management skills	4.54	28	15 54%	13 46%	0 0%	0 0%	0 0%
Program assessment skills	4.43	28	13 46%	14 50%	1 4%	0 0%	0 0%
Bargaining and negotiating skills	4.25	28	11 39%	13 46%	4 14%	0 0%	0 0%
Quantitative analysis skills	4.25	28	9 32%	17 61%	2 7%	0 0%	0 0%

Due to rounding percentages
may not equal 100%

PI ALPHA ALPHA STUDENT MANUSCRIPT AWARD WINNERS

YEAR	STUDENT	TITLE
1998	Baum, Kevin	Group Dynamics & Power Structures: Toward Understanding of the Line-Staff Relationship within the Austin Fire Department
2000	Perez, Shivaun	"Assessing Service Learning Using Pragmatic Principles of Education: A Texas Charter School Case Study"
2001	Garza, Ana Lisa	"Developing a Comprehensive Outcome Assessment Program (COAP) Model for Southwest Texas State University"
2002	Wilson, Timothy	Pragmatism and Performance Measurement: An Exploration of Practices in Texas State Government
2003	Loera, Julie	"A Model Approach to Developing Food Safety Emergency Response Standard Operating Procedures"

MCGREW AWARD WINNERS

1997	Revello, Ralph	"A Descriptive Analysis of Computer Security Measures in Medium-Sized Texas Counties"
1998	Short, Rebecca	"A content Analysis of Texas State Agency Employee Handbooks"
1999	Welebob, Carey	"Description of Texas Department of Criminal Justice Parole Division Staff Perceptions Regarding Officers Carrying Firearms in the State of Texas"
2000	McCormick, Christine	"Intensive Supervision Probation: Assessing Texas Programs"
2001	Pratt, Jena Whitley	"The Behavioral Assessment and Intervention Mandates of the 1997 Amendments to IDEA and Implications for Special Education Programs"
2002	Wilson, Timothy	"Pragmatism and Performance Measurement: An Exploration of Pragmatic Practices in Texas State Government"
2002	Ellis, Dee (D.V.M.)	"Carcass Disposal Issues in Recent Disasters, Accepted Methods, and Suggested Plan to Mitigate Future Events"
2003	Pearson, David	"An Explanatory Study of Rural Hospital Closures and their Links to the Economic Health of Local Communities"
2004	Jeffers, Rachael	"Development Sprawl in Texas"
2005	Jones, Ammy	"Exploring the Facets of the Digital Divide in Texas Public Schools Grades K-12"
2006	Kelm, Charles	"Exploring the Effects of Specialized Sexual Behavior Treatment of Recidivism"
2006	Ferguson, Candace	"Aftercare for Youth with Mental Health Disorders in the Juvenile Justice System: An Assessment of the Aftercare Program of Williamson County Juvenile Services"
2006	Blecke, Rebecca	"Land Trust Training and Technical Assistance Programs: A National Assessment"
2007	Neuroth-Gatlin, Heather	"The Search for a Theoretical Framework for Long-term Disaster Recovery Efforts: a Normative Application of Jane Addams' Social Democratic Theory and Ethics"
2008	Schneider-Cowan, Joy	"A Case Study of the San Marcos Main Street Program"
2008	Sparks, Chance	"Greening Affordable Housing: An Assessment of Housing under the Community Development Block Grant and HOME Investment Partnership Programs"
2009	Gillfillan, Abigail	"Using Geographic Information Systems to Develop and Analyze Land-Use Policies"
2009	O'Neill, Brian	"A Model Assessment tool for the Incident Command System: A Case Study of the San Antonio Fire Department"

Appendix I
Additional Library Resources

Available core-related Indexes & Databases, as well as, print & online periodicals include:

Indexes and Databases (selected)

- ABI/INFORM Global
- Academic OneFile
- Academic Search Complete
- Business & Company Resource Center
- Business Source Complete
- Cambridge Journals Online
- Catalog of U.S. Government Publications
- Census 2000
- Communication & Mass Media Complete
- Congressional Universe
- Criminal Justice Periodical Index
- DOAJ: Directory of Open Access Journals
- E-Journals from EBSCO
- EBSCO Open Access Journals
- Education Research Complete
- Environment Complete
- GPO Access
- GPO Monthly Catalog
- Humanities International Complete
- JSTOR (Full-text, Complete)
- LexisNexis Academic
- LexisNexis Government Periodicals Index
- MasterFILE Complete
- MasterFILE Premier
- MEDLINE with Full Text
- NCJRS (National Criminal Justice Reference Service)
- NTIS: National Technical Information Service
- OCLC Electronic Collections Online
- Oxford Journals
- Points of View Reference Center
- PsycARTICLES
- ProQuest Education Journals
- Public Affairs Information Service Bulletin/PAIS
- Research Library Core
- SAGE Backfile Package
- SAGE Premier

- ScienceDirect
- SocINDEX with Full Text
- STAT-USA
- StatBank
- Statistical Abstract of the United States
- USASearch.gov
- Wiley Interscience
- Wilson OmniFile Full Text Mega Edition

Periodicals Collection (a core-sampling of online/print/microform periodicals owned or subscribed by the Alkek Library)

- A -

- *Administration & Society*
- *Administrative Science Quarterly*
- *Advances in Marketing and Public Policy*
- *Administrative Theory & Praxis: A Journal of Dialogue in Public Administration*
- *American Political Science Review*
- *American Review of Public Administration*
- *Analyses of Social Issues and Public Policy*
- *American City & County*
- *Armed Forces & Society* (note: we are proud of the fact that Dr. Shields, MPA Program Director, is the editor of this important journal).
- *Australian Journal of Public Administration*

- B -

- *The Bureaucrat*

- C -

- *California Public Finance*
- *Canadian-American Public Policy*
- *Canadian Public Administration*
- *Canadian Public Policy = Analyse de Politiques*
- *Cardozo Public Law, Policy, and Ethics Journal*
- *Carnegie-Rochester Conference Series on Public Policy*
- *Central European Journal of Public Policy (CEJPP)*
- *Civil Service Journal*
- *Competency Management in the Public Sector*
- *Cornell Journal of Law and Public Policy*
- *Criminology & Public Policy*

- E -

- *Energy, Land, & Public Policy*
- *Environment and Planning*
- *Ethics & Accountability in a Context of Governance & New Public Management*
- *European Public Administration & Informatization*

- F -

- *Federal Computer Week*
- *Financial Accountability & Management in Governments, Public Services, and Charities*
- *Financing Local Government*
- *Forum for Applied Research and Public Policy*
- *Forum on Public Policy: A Journal of the Oxford Round Table*
- *From the State Capitals. Employee policy for the private & public sectors*
- *From the State Capitals. Public employee policy*
- *FYI: Resources on Local Government*

- G -

- *The Georgetown Journal of Law & Public Policy*
- *The Georgetown Public Policy Review*
- *Global Public Policy Report*
- *Governing*
- *Government Computer News State and Local*
- *Government Information Quarterly*
- *Government Technology Magazine: Solutions for State and Local Government in the Information Age*
- *Government Union Review and Public Policy Digest*
- *The Guttmacher Report on Public Policy*

- H -

- *Hamline Journal of Public Law and Policy*
- *Harvard Journal of African American Public Policy*
- *Harvard Journal of Law and Public Policy*
- *Hume Papers on Public Policy*

- I -

- *ICFAI Journal of Governance & Public Policy*

- *ICFAI Journal of Public Administration*
- *ICFAI Journal of Public Finance*
- *The Indian Journal of Public Administration*
- *International Journal of Public Administration*
- *The International Journal of Public Sector Management*
- *International Public Management Journal (Taylor and Francis)*
- *International Review of Administrative Sciences*
- *International Tax and Public Finance*
- *Internet Law – Business – Public Administration*

- J -

- *Journal of Accounting & Public Policy*
- *Journal of Comparative Administration*
- *Journal of European Public Policy*
- *Journal of Policy Analysis and Management: The Journal of the Association for Public Policy Analysis and Management*
- *Journal of Public Administration Research and Theory: J-PART*
- *Journal of Public Administration Research and Theory: Transaction*
- *Journal of Public Budgeting*
- *Journal of Public Budgeting, Accounting and Financial Management*
- *Journal of Public Economics*
- *Journal of Public Health Management and Practice: JPHMP*
- *Journal of Public Health Policy*
- *Journal of Public Policy*
- *Journal of Public Policy & Marketing*
- *Journal of State Government*
- *The Journal of Urban Analysis and Public Management*

- K -

- *Kansas Journal of Law and Public Policy*

- L -

- *Local Government Studies*

- M -

- *Management [microform]*
- *Midwest Review of Public Administration*
- *Myth of Scientific Public Policy – Studies in Social Philosophy & Policy*

- N -

- *New England Journal of Public Policy*
- *New York University Journal of Legislation and Public Policy*
- *Notre Dame Journal of Law, Ethics & Public Policy*

- P -

- *PA Times / American Society for Public Administration*
- *Peace Economics, Peace Science and Public Policy*
- *Philosophical Dimensions of Public Policy – Policy Studies Review Annual*
- *Philosophy & Public Policy Quarterly*
- *Public Administration*
- *Public Administration & Development*
- *Public Administration & Management*
- *Public Administration Quarterly*
- *Public Administration Review*
- *Public Administration*
- *Public Budgeting and Finance*
- *Public Finance and Management*
- *Public Finance – London*
- *Public Finance Quarterly*
- *Public Finance Review*
- *The Public Manager*
- *Public Performance & Management Review*
- *Public Personnel Management*
- *Public Policy*
- *Public Policy and Administration*
- *Public Policy Brief*
- *Public Policy for the Private Sector*
- *Public Policy Research*
- *Public Productivity & Management Review*
- *Public Works Management & Policy: Research and Practice in Infrastructure and the Environment*

- R -

- *Research in Social Problems and Public Policy*
- *Review of Public Personnel Administration*
- *Rutgers Journal of Law & Public Policy*

- S -

- *Science and Public Policy*
- *Southern Review of Public Administration*
- *Spectrum: The Journal of State Government*
- *State and Local Government*
- *State & Local Government Review*
- *State Government*
- *State Government News*

- T -

- *Taylor's Encyclopedia of Government Officials, Federal and State*
- *Texas Technology*

- U -

- *University of Florida Journal of Law and Public Policy*

- W -

- *Washington Technology*
- *What's Working in State & Local Government*

Appendix J
Advisory Council

The MPA Advisory Council was created in January 1989. It is composed of alumni practitioners and current students. The council meets three times a year. The council and program faculty serve as an advisory body for program activities, including but not limited to, curriculum development, program improvement, mentoring, website enhancement, liaison and networking for program graduates, assistance with new student orientation, fund raising and career development.

Regular Advisory Council Members	
Adrienne Arnold, MPA Senior Projects Manager Texas Department of Rehabilitative Services adrienne.arnold@dars.state.tx.us	Kollette Palacios, MPA (Council Secretary) Director, Office of Continuing Education Texas State University-San Marcos kp02@txstate.edu
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