

MASTER OF PUBLIC ADMINISTRATION PROGRAM MAJOR FIELD ASSESSMENT 2006-2007

Summary: The MPA program uses two primary means of assessment, the comprehensive examination required of all graduation candidates (except a few completing the thesis option, typically no more than one per academic year), and a survey of alumni. Results from the former are satisfactory in the areas of Administrative Responsibility, Ethics, and parts of Budgeting. They do not meet criteria in items dealing with Research Methods, Organization Behavior, Personnel Administration, and parts of Budgeting. As a first step in corrective action, each of these items will be (re)validated with instructors in the relevant core courses, because of substantial changes in staffing since these measures were devised. Results from the survey are generally satisfactory but dated; a new alumni survey is planned for academic year 2007-2008.

Institutional Goals	Program Intended Outcomes	Assessment Method and Criteria	Assessment Results	Use of Results
<p>Through its 2005-2010 Goals, CSU commits to achieving excellence in the academic enterprise and prominence in the community, state and nation.</p> <p>Goal 1: Promote academic excellence at every level . . .</p> <ul style="list-style-type: none"> ● Develop strategies that enhance CSU’s graduate programs. . . . ● Encourage life-long learning for the citizens of the region. . . . <p>Goal 11: Develop and sustain</p>	<p>1. Graduates will be knowledgeable of standard practices and contemporary issues associated with acquisition and use of knowledge in relation to public service.</p>	<p>1a. 80% of respondents to alumni survey will evaluate the contribution of the program to knowledge associated with acquiring and using information as “good” or “excellent”</p> <p>1b. 80% of graduation candidates will write adequate or better responses to comprehensive examination questions on this topic.</p>	<p>1a. “Good” or “Excellent” responses: 2001-2002 survey: 97%</p> <p>1b. Cumulative: 56% (N=54) Detail: Sexual harassment scenario: survey to assess incidence F05 53% (8/15) F06 50% (6/12) analysis of files to assess incidence F05 67% (10/15) F06 50% (6/12)</p>	<p>1a. Criterion met.</p> <p>1b. Criterion not met. Validation of exam item will be undertaken with Research Methods instructors.</p>

<p>partnerships for the benefit of CSU and the surrounding community. . . .</p> <ul style="list-style-type: none"> • Become the region’s most important resource for . . . applied research expertise. 	<p>2. Graduates will be knowledgeable of standard practices and contemporary issues associated with organization behavior, leadership, and managerial skills and techniques</p>	<p>2a. 80% of respondents to alumni survey will evaluate the contribution of the program to knowledge of organization behavior, leadership, and managerial skills and techniques as “good” or “excellent.”</p> <p>2b. 80% of graduation candidates will write adequate or better responses to comprehensive examination questions on this topic.</p>	<p>2a. “Good” or “Excellent” responses:</p> <p>2001-2002 survey: 100%</p> <p>2b. Candidates accurately applying literature to case: Cumulative 67% (N=76) Detail: Sexual harassment scenario: F05 60% (9/15) F06 67% (8/12) Ethics/purchasing scenario and corruption/dismissal scenario: Su 05 70% (7/10) F 05 63% (10/16) Su 06 100% (3/3) Sp 06 63% (10/16) Sp 07 79% (11/14)</p>	<p>2a. Criterion met.</p> <p>2b. Criterion not met. Review test item with MPAC 7146 instructors.</p>
---	--	--	--	--

	<p>3. Graduates will be knowledgeable of standard practices and contemporary issues associated with budgeting and financial administration</p>	<p>3a. . 80% of respondents to alumni survey will evaluate the contribution of the program to knowledge of budgeting and financial administration as “good” or “excellent.”</p> <p>3b. 80% of graduation candidates will write adequate or better responses to comprehensive examination questions on this topic.</p>	<p>3a. “Good” or “Excellent” responses:</p> <p>2001-2002 survey: 87%</p> <p>3b1. Identify budget impact of other administrative processes: Cumulative 81% (N=54) Detail: Impact of training in line item format, Sexual harassment scenario: F05 67% (10/15) F06 92% (11/12) Liability issue in sexual harassment scenario: F05 73% (11/15) F06 100% (12/12)</p> <p>3b2. Identify performance audit as proper function, Ethics/purchasing scenario: Aggregate: 100% (N=13) Detail Su 05: 100% (10/10) Su 06: 100% (3/3)</p> <p>3b3. Identify execution phase controls: Aggregate: 40% (N=60) Detail: Preaudit in corruption/dismissal scenario: Sp06 38% (6/16) Sp07 36% (5/14) Purchasing process as control in corruption/dismissal scenario: Sp06 63% (10/16) Sp07 21% (3/14)</p>	<p>3a. Criterion met.</p> <p>3b1. Criterion met.</p> <p>3b2. Criterion met</p> <p>3b3. Criterion not met. Validate items with MPAC 7126 instructors.</p>
--	---	---	--	--

	<p>4. Graduates will be knowledgeable of standard practices and contemporary issues associated with human resources administration.</p>	<p>4a. 80% of respondents to alumni survey will evaluate the contribution of the program to knowledge of human resources administration as “good” or “excellent.”</p> <p>4b. 80% of graduation candidates will write adequate or better responses to comprehensive examination questions on this topic.</p>	<p>4a. “Good” or “Excellent” responses:</p> <p>2001-2002 survey: 92%</p> <p>4b1. Identify elements of sexual harassment policy: Cumulative: 59% (N=27) Detail: F05 53% (8/15) F06 67% (8/12)</p> <p>4b2. Identify failure to provide due process: Cumulative: 79% (N=43) Detail: Ethics/purchasing scenario: Su06 100% (3/3) Sp07 80% (8/10) Corruption/dismissal scenario: Sp 06 81% (13/16) Sp 07 71% (10/14)</p> <p>4b3. Identify control function of personnel processes: Cumulative: 65% (N=60)</p> <p>Detail: Corruption/dismissal scenario, selection: Sp 06 94% (15/16) Sp07 79% (11/14) Supervision and evaluation: Sp 06 31% (5./16) Sp 07 57% (8/14)</p> <p>4b4. Relate training to other administrative functions: Cumulative: 40% (N=57) identified training as corruption control: Sp 06 13% (2/16) Sp 07 14% (2/14) identified training as sexual harassment corrective measure F 05 73% (11/15) F06 67% (8/12)</p>	<p>4a. Criterion met</p> <p>4b1 Criterion not met. Validate test item with MPAC 7116 instructors.</p> <p>4b2. Criterion not met. Validate test item with MPAC 7116 and MPAC 7156 instructors.</p> <p>4b3. Criterion not met. Validate test items with MPAC 7116 instructors; item analysis indicate attention esp. to performance evaluation topic.</p> <p>4b4. Criterion not met. Validate test items with MPAC 7116 instructors.</p>
--	--	---	--	--

	<p>5. Graduates will be knowledgeable of standard practices and contemporary issues associated with administrative responsibility, including relations with elected officials and the public.</p>	<p>5a. 80% of respondents to alumni survey will evaluate the contribution of the program to knowledge of administrative responsibility, including relations with elected officials and the public as “good” or “excellent.”</p> <p>5b. 80% of graduation candidates will write adequate or better responses to comprehensive examination questions on this topic.</p>	<p>5a. “Good” or “Excellent” responses: 2001-2002 survey: 100%</p> <p>5b. Emphasize openness and administrative responsibility in communication about problems: Cumulative: 89% (N=70) Detail: F05 73% (11/15) F06 100% (12/12) Su 05 90% (9/10) Sp 06 100% (16/16) Su 06 100% (3/3) Sp 07 79% (11/14)</p>	<p>5a. Criterion met</p> <p>5b. Criterion met.</p>
	<p>6. Graduates will be knowledgeable of standard practices and contemporary issues associated with ethical dimensions of the workplace and of public service.</p>	<p>6a. 80% of respondents to alumni survey will evaluate the contribution of the program to knowledge of ethical dimensions of the workplace and of public service as “good” or “excellent.”</p> <p>6b. 80% of graduation candidates will write adequate or better responses to comprehensive examination questions on this topic.</p>	<p>6a. “Good” or “Excellent” responses: 2001-2002 survey: 98%</p> <p>6b. Ethics/purchasing scenario: analyzed as ethical problem: Cumulative: 100% (N=13) Detail Su 05: 100% (10/10) Su 06: 100% (3/3)</p>	<p>6a. Criterion met</p> <p>6b. Criterion met.</p>

	<p>7. Graduates will have the capacity to use their knowledge effectively in analyzing problems in public service and devising solutions, with attention to ethical dimensions.</p>	<p>7a. 80% of respondents to alumni survey will evaluate the contribution of the program to the ability to analyze problems and devise solutions as “good” or “excellent”</p> <p>7b. 80% of respondents to alumni survey will evaluate the contribution of the program to the ability to deal with ethical aspects of problems as “good” or “excellent”</p>	<p>7a. “Good” or “Excellent” responses: 2001-2002 survey: 96%</p> <p>7b. “Good” or “Excellent” responses: 2001-2002 survey: 90%</p>	<p>7a. Criterion met</p> <p>7b. Criterion met</p>
	<p>8. Graduates will have the capacity to use their knowledge effectively in making effective decisions in interaction with a variety of stakeholders with diverse and sometimes conflicting interests.</p>	<p>8. 80% of respondents to alumni survey will evaluate the contribution of the program to the ability to making effective decisions in interaction with a variety of stakeholders as “good” or “excellent”</p>	<p>8. “Good” or “Excellent” responses: 2001-2002 survey: 96%</p>	<p>8. Criterion met</p>

	<p>9. Graduates will have the capacity to use their knowledge effectively in communicating with peers, superiors, elected officials, and the public.</p>	<p>9a. 80% of respondents to alumni survey will evaluate the contribution of the program to the ability to communicate with peers and superiors as “good” or “excellent”</p> <p>9b. 80% of respondents to alumni survey will evaluate the contribution of the program to the ability to communicate with elected officials as “good” or “excellent”</p> <p>9c. 80% of respondents to alumni survey will evaluate the contribution of the program to the ability to communicate with the public as “good” or “excellent”</p>	<p>9a. “Good” or “Excellent” responses: 2001-2002 survey: 95%</p> <p>9b. “Good” or “Excellent” responses: 2001-2002 survey: 84%</p> <p>9c. “Good” or “Excellent” responses: 2001-2002 survey: 89%</p>	<p>9a. Criterion met</p> <p>9b. Criterion met</p> <p>9c. Criterion met</p>
--	---	---	---	--

	<p>10. Graduates will be knowledgeable of aspect of administration and policy related to their curricular option (General Government, Health Services Administration, or Justice Administration)</p>	<p>10a. 80% of respondents to alumni survey will evaluate the contribution of the program to knowledge of their option as “good” or “excellent”</p> <p>10b. 80% of MPA respondents to CSU exit survey will report agreement with the statement “The courses I took in my major helped prepare me for my career.”</p>	<p>10. “Good” or “Excellent” responses:</p> <p>General Government 2001-2002 93% Health Services Admin. 2001-2002 89% Justice Administration 2001-2002 97%</p> <p>2006: 94% (Strongly agree = 32 Agree = 12; total 47)</p>	<p>10. Criterion met.</p> <p>10b. Criterion met.</p>
--	--	--	---	--