

**Texas Southern University**  
**Assessment Narrative**  
**Academic Years 2007-08 thru 2009-10**

**BARBARA JORDAN – MICKEY LELAND SCHOOL OF PUBLIC AFFAIRS**

**Program: Master of Public Administration**

The MPA Program has as its purpose the preparation of professionals for immediate upward mobility into professional careers in the public sector of the economy or for graduate study where the nature of the profession requires the master's degree as the entry criterion. Its greatest single asset lies in its potential to alleviate the shortage of professionally educated persons, especially those from minority groups, in local, state, national, and international public service.

**Goal 1**

For the period of 2008-2010, the first overall goal of the Master of Public Administration (MPA) program was to prepare students for careers in public administration by providing essential knowledge of public administration including development and international relations, human resources, and public policy at the state, national, and international level and in the nonprofit sector.

The specific student outcome in support of this goal is that MPA students will be able to demonstrate proficiency in analysis and research of public administration in various contexts and comprehend the nature and dynamics of public administration.

**Outcome 1.1 – Students will demonstrate proficiency in analysis and research of public administration**

The metrics for this outcome include comprehensive exam scores and Capstone scores. Targets for 2007-2008 and 2008-2009 were that 80% of students would pass the comprehensive exam.

**Findings (2008-2010)**

For 2009-2010, the target was that 80% of students would pass the Capstone exam. The findings reflect the passage rate on the comprehensive exam and the passage rate of the Capstone course. In 2007-2008 and 2008-06, the pass rate on the comprehensive exam was 84% and 94% of students, respectively. In 2009-2010, 100% of students successfully completed the Capstone course.

**Action Plan Summary – 2007-2008**

The action plan for this period focused on strengthening student knowledge in public administration theory. The plan included the following:

- Continue using the comprehensive exam as an assessment tool to help determine the level of student comprehension in public administration theory;
- Provide additional remedial support for student through faculty advising to address further understanding of public administration theory; and
- Discuss in faculty meetings student needs and how to address academic deficiencies as it relates to public administration theory.

**Action Plan Summary – 2008-2009**

- Discuss the prospect of a newer and more comprehensive assessment measure by offering a Capstone course that requires the application of theoretical concepts in public administration;
- Discuss how to address public administration theory as it relates to each specialization in the proposed Capstone course;
- Discuss shadowing as a possible component of the Capstone course to experience theory in practice;
- Continue to provide additional remedial support for students through faculty advising to address the needs for further understanding of theory in public administration; and
- Address research techniques as they relate to each specialization in the proposed Capstone course.

**Action Plan Summary – 2009-2010**

- Implement the Capstone course format;
- Incorporate practicum and allow students to shadow public administrators and managers of non-governmental organizations to experience the application of theoretical concepts in practice;
- Maintain the balance of group and individual coursework with some focus on the application of theory in the Capstone course;

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- Providing faculty support to discuss ways to maintain student success as it relates to public administration theory in the Capstone course;
- Provide additional remedial support for students through faculty advising;
- Developing Capstone Exit Survey; and
- Analyzing results from the Capstone Exit Survey.

**Goal 2**

The second goal of the Master of Public Administration (MPA) program was to prepare students for further graduate study where the nature of the degree requires a master's in public administration or related degree by providing essential knowledge of public administration at the state, national, and international level.

The specific student outcome in support of this goal is that MPA students will be able to demonstrate proficiency in theory, methodology, and be able to conduct research in public administration related to development and international administration, public policy, and human resources.

**Outcome 2.1 – Students will demonstrate proficiency in theory, methodology, and research in public administration**

The metrics for this outcome include comprehensive exam scores and Capstone scores. Targets for 2007-2008 and 2008-2009 were that 80% of students would pass the comprehensive exam.

**Findings (2008-2010)**

For 2009-2010, the target was that 80% of students would pass the Capstone exam. The findings reflect the passage rate on the Comprehensive exam and the passage rate of the Capstone course. In 2007-2008 and 2008-09, the pass rate on the comprehensive exam was 84% and 94% of students, respectively. In 2009-2010, 100% of students successfully completed the Capstone course.

**Action Plan Summary – 2007-2008**

- Provide more supplemental course work for students outside the classroom in research;
- Provide in-class opportunity for group discourse in research; and
- Provide more remedial support for student through faculty advising in research.

**Action Plan Summary – 2008-2009**

- Discuss the prospect of a newer and more comprehensive assessment measure by offering a Capstone course that requires the application of research skills;
- Discuss how to address research techniques as they relate to each specialization in the proposed capstone course; and
- Discuss shadowing as a possible component of the proposed capstone course to encourage the application of research tools and skill.

**Action Plan Summary – 2009-2010**

- Implement the Capstone course format;
- Incorporate a practicum component and allowing students to shadow public administrators and managers of non-governmental organizations to learn about the application of research in administration;
- Maintain the balance of group and individual coursework with some focus on individual and group research;
- Develop Capstone Exit Survey; and
- Analyze results of the Capstone Exit Survey.

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THECB CIP Code 44.0401.00

Goals	Student Learning Outcomes/ Objectives	Metric	Target			Findings			Action Plan	Reference Document
			2007-08	2008-09	2009-10	2007-08	2008-09	2009-10		
<b>Goal 1</b> To prepare students for careers in public administration by providing essential knowledge of public administration including development and international relations, human resources, and public policy at the state, national, and international level and in the nonprofit sector	<b>SLO 1.1</b> Students will be able to demonstrate proficiency in analysis, and research of public administration in various contexts, and comprehend the nature and dynamics of public administration	Comprehensive exam scores 2007-2008 2008-2009  Capstone scores 2009-2010	80% of the students will pass the comprehensive exam	80% of the students will pass the comprehensive exam	80% of the students will pass the Capstone	84% (16 out of 19) of the students passed the comprehensive exam	94% (17 out of 18) of the students passed the comprehensive exam	100% (17 out of 17) students successfully completed the Capstone course	<b>Based on 2007-08 Findings</b> Continue using the comprehensive exam as an assessment tool; Provide additional remedial support for student through faculty advising; and Discuss in faculty meetings student needs and how to address academic deficiencies as it relates to public administration theory.  <b>Based on 2008-09 Findings</b> Explore offering a Capstone course; Discuss how to address public administration theory as it relates to each specialization in the proposed Capstone Course; Discuss shadowing as a possible component of the Capstone course to experience theory in practice; Continue to provide additional remedial support for students through faculty advising; and Address research techniques as they relate to each specialization in the proposed Capstone course.	<b>R1.1</b> Comprehensive exam reports  <b>R1.2</b> Capstone Exam reports  <b>R1.3</b> Assessment Summary

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<p><b>Goal 1</b> To prepare students for careers in public administration by providing essential knowledge of public administration including development and international relations, human resources, and public policy at the state, national, and international level and in the nonprofit sector</p>									<p><b>Based on 2009-10 Findings</b> Implement the Capstone course format; Incorporate practicum and allow students to shadow public administrators and managers of non-governmental organizations; Maintain the balance of group and individual coursework with some focus on the application of theory in the Capstone course; Provide faculty support to discuss ways to maintain student success as it relates to public administration theory in the Capstone course; Provide additional remedial support for students through faculty advising; Develop Capstone Exit Survey; and Analyze results from the Capstone Exit Survey.</p>	<p><b>R1.1</b> Comprehensive exam reports</p> <p><b>R1.2</b> Capstone Exam reports</p> <p><b>R1.3</b> Assessment Summary</p>

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<b>Goal 2</b> To prepare students for further graduate study where the nature of the degree requires a master's in public administration or related degree by providing essential knowledge of public administration at the state, national, and international level	<b>SLO 2.1</b> Students will be able to demonstrate proficiency in theory, methodology, and be able to conduct research in public administration related to development and international administration, public policy, and human resources	Comprehensive exam scores 2007-2008; and 2008-2009  Capstone exam scores 2009-2010	80% of the students will pass the comprehensive exam	80% of the students will pass the comprehensive exam	80% of the students will pass the Capstone exam	84% of (16 out of 19) of the students passed the comprehensive exam	94% (17 out of 18) of the students passed the comprehensive exam	100% (17 out of 17) students successfully completed the Capstone course	<b>Based on 2007-08 Findings</b> Provide more supplemental course work for students outside the classroom in research; Provide in-class opportunity for group discourse in research; and Provide more remedial support for student through faculty advising in research.  <b>Based on 2008-09 Findings</b> Discuss the prospect of a newer and more comprehensive assessment measure by offering a Capstone course that requires the application of research skills; Discuss how to address research techniques as they relate to each specialization in the proposed Capstone course; and Discuss shadowing as a possible component of the proposed capstone course to encourage the application of research tools and skill.	<b>R1.1</b> Comprehensive exam reports  <b>R1.1</b> Capstone exam reports  <b>R1.3</b> Assessment Summary

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<b>Goal 2</b> To prepare students for further graduate study where the nature of the degree requires a master's in public administration or related degree by providing essential knowledge of public administration at the state, national, and international level									<b>Based on 2009-10 Findings</b> Implement the Capstone course format; Incorporate a practicum component and allowing students to shadow public administrators and managers of non-governmental organizations to learn about the application of research in administration; Maintain the balance of group and individual coursework with some focus on individual and group research; Develop Capstone Exit Survey; and Analyze results of the Capstone Exit Survey.	<b>R1.1</b> Comprehensive exam reports  <b>R1.1</b> Capstone exam reports  <b>R1.3</b> Assessment Summary