

**Texas A&M International University**  
**Annual Institutional Effectiveness Review (AIER)**  
(Transition Period)

**Date Submitted** August 27, 2005

**Assessment Period Covered (FY 2005)**

**Budget Period Covered (FY 2005)**

**Academic Program/AES Unit** Master of Public Administration (MPA)

**Person Preparing Review** Dr. Peter Haruna

**Provide summary of the last cycle's use of results and changes implemented.**

During the last cycle, our assessment results indicated a weakness in the research methods class. MPA faculty met several times, discussed, and made two changes towards strengthening this class. First, the class was capped at a reasonable size and a second section created to allow for more one-on-one student/professor interaction. Second, MPA faculty agreed to reinforce research methods applications in their classes. These changes were implemented early in the cycle and monitored to observe any improvements in student performance.

**Provide summary of budget decisions and their impact on your program/division.**

MPA faculty recommended the hire of one additional faculty with a concentration in healthcare administration to help us to meet the needs of our students and to cope with the expansion of our program. However, this was denied on the basis of shortage of funds to support a new hire. As a result, we have not been able to include healthcare administration in our course offerings although the need for such a course has been expressed throughout the community.

Section I: Planning and Implementation

**Institutional Mission**

Texas A&M International University, a Member of The Texas A&M University System, prepares students for leadership roles in their chosen profession in an increasingly complex, culturally diverse state, national, and global society ... Through instruction, faculty and student research, and public service, Texas A&M International University embodies a strategic point of delivery for well-defined programs and services that improve the quality of life for citizens of the border region, the State of Texas, and national and international communities.

**Academic Program/Administrative/Educational Support Unit Mission**

The Master of Public Administration program has been created to serve state, federal, and international needs by preparing students for leadership positions in public service in a diverse and interdependent world and advancing research in discovering, sharing, and applying knowledge of public administration. In support of this mission, MPA program faculty are committed to 1) teaching and providing continuing education and professional and intellectual development to students, 2) facilitating professional and intellectual discourse on public issues,

3) contributing to public administration scholarship, and 4) fostering future generations of public administration scholars and practitioners.

### **Identify outcomes and relationship to Strategic Plan**

#### **Outcome 1**

Students completing the Master of Public Administration program should understand how to apply research and statistical techniques for solving practical problems in the work context.

#### **Identify Strategic Plan Goal related to Outcome 1**

Goal 2 Academic

#### **Identify Strategic Plan Objective and Strategy related to Outcome 1 (Appendix A – Strategic Goals)**

1.7 Establish and pursue student learning outcomes appropriate for each program with systematic assessment and use of results for continuous quality improvement.

#### **Methods of assessment**

Graduating Master of Public Administration candidates will take an MPA locally-generated comprehensive examination that assesses understanding of the ethical, theoretical, and practical aspects of administering public programs in a democracy. Subscales including selected ethical, theoretical, and practical aspects of the program are developed for each cohort of graduates. The target subscales are team-graded by MPA faculty and scores awarded to each test taker.

#### **Frequency of administration**

MPA locally-generated comprehensive examinations will be administered once every Fall and Spring Semesters provided there are eligible candidates.

#### **Criteria/Benchmark**

In our last assessment cycle, the practical tool, research methods, was used. The target subscale was team graded by MPA faculty, using a rubric ranging from 1 (poor) to 4 (excellent). The average score for each candidate on each of three questions should not fall below 3 on the rubric. Also, the average score on the target subscale should not fall below 3 on the rubric. The score of each test-taker should therefore be at least 3 on the rubric.

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#### **Outcome 2**

Graduates of the Master of Public Administration program will have the skills and abilities needed by public agencies in a continually changing environment.

#### **Identify Strategic Plan Goal related to Outcome 2**

Goal 2 Academic

#### **Identify Strategic Plan Objective and Strategy related to Outcome 2 (Appendix A – Strategic Goals)**

1.7 Establish and pursue student learning outcomes appropriate for each program with systematic assessment and use of results for continuous quality improvement.

**Methods of assessment**

Students completing the MPA program will be surveyed to gather supporting data concerning how well the program provided them with skills needed in the public sector. The responses will be measured on a Likert scale ranging from 1 (very poor) to 5 (very well).

**Frequency of administration**

Once every Fall and Spring semesters provided there are students completing the MPA program.

**Criteria/Benchmark**

The average score was set to be at least 3 on the Likert scale. This assessment method indicated that the average score on the scale was 4.

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**Outcome 3**

N/A

**Identify Strategic Plan Goal related to Outcome 3**

To Select Goal [Click Here](#)

**Identify Strategic Plan Objective and Strategy related to Outcome 3 (Appendix A – Strategic Goals)**

N/A

**Methods of assessment**

N/A

**Frequency of administration**

N/A

**Criteria/Benchmark**

N/A

## Section II: Analysis of Results

### **When (term/date) was assessment conducted?**

#### **Outcome 1**

The assessment covered the period 2004-2005.

#### **Outcome 2**

Fall 2003

#### **Outcome 3**

N/A

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### **What were the results attained (raw data)?**

#### **Outcome 1**

Four candidates took the locally generated comprehensive exams. MPA Faculty selected research methods as the target subscale for assessment purposes. The average score on the scale was expected not to fall below 3. The actual scores on the target scale were as follows: 75% = 3; 25% = 1.

#### **Outcome 2**

Three graduating students responded to the survey with an average score of 4 on a scale of 1-5.

#### **Outcome 3**

N/A

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### **Who (specify names) conducted analysis of data?**

#### **Outcome 1**

MPA faculty (Drs. Waters, Riggs, Haruna, Ben-Ruwin, Momen, and Norris).

#### **Outcome 2**

MPA faculty (Drs. Waters, Riggs, Haruna, Ben-Ruwin, Momen, and Norris).

#### **Outcome 3**

N/A

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### **When were the results and analysis shared? With whom (department chair, supervisor, staff, external stakeholders)? Minutes with data analysis submitted to [assessment@tamiu.edu](mailto:assessment@tamiu.edu)? (Please use Minutes Template located on the Project INTEGRATE web page.)**

The results were embodied in assessment reports and regularly submitted electronically to the University Assessment Committee and the Office of Institutional Effectiveness with copies to the Department Chair and MPA faculty. On some occasions, hard copies were also provided.

**Has the assessment documentation (i.e., surveys, rubrics, course exams with embedded questions, etc.) been submitted to the Office of Institutional Effectiveness and Planning?**

The comprehensive examinations, rubric, and minutes have been maintained in electronic and hard copy files by the MPA Program Coordinator. These records are available for inspection whenever the Office of Institutional Effectiveness and Planning needs them.

**Use of Results: Indicate what changes, if any, based on the data have been recommended?**

**Outcome 1**

During the last cycle, our assessment results indicated a weakness in the research methods class. MPA faculty met several times, discussed, and made two changes towards strengthening this class. First, the class was capped at a reasonable size and a second section created to allow for more one-on-one student/professor interaction. Second, MPA faculty agreed to reinforce research methods applications in all MPA courses. These changes were implemented early in the cycle and monitored to observe improvements in student performance.

**Outcome 2**

No changes were made based on the results obtained for this outcome although MPA faculty continue to look for better ways to maximize student learning.

**Outcome 3**

N/A

Section III: Programmatic Review

**What are the implications of the recommended changes?**

More efforts need to be exerted in teaching research methods.

**Will resources be affected by the recommended changes?**  Yes  No

**If so, specify the anticipated effect(s) using the chart below:**

Funding	Physical	Other
<input type="checkbox"/> New resources required	<input type="checkbox"/> New or reallocated space	<input checked="" type="checkbox"/> Primarily faculty/staff time
<input type="checkbox"/> Reallocation of current funds		<input type="checkbox"/> University rule/procedure change only
		<input type="checkbox"/> Other: MPA faculty expertise

**Narrative description and justification for request including related strategy (Attach Budget Request 'Form B' and/or 'Form C')**

N/A

**If funding, physical or other resources were requested, what is the impact of the budget decisions on program/division?**

N/A

**In the box below, provide information on the outcomes for the next assessment cycle:**

Outcomes for Next Assessment Cycle
Continuation of present outcome(s) - (Indicate reason for continuation): The present outcomes will continue until a large enough sample is obtained to make the results of the assessment definitive and conclusive.
New Outcome(s) – (List outcomes below): N/A
Modification of present outcome(s) – (Indicate reason for modification): N/A