

## Master of Public Administration Integrated Program Matrix

(updated August 17, 2005)

University Student Learning Goals & Outcomes	Core Competencies	Program Student Learning Outcomes*	Assessment Criteria and Measures*	Continuous Improvement
Florida Gulf Coast University	College of Professional Studies	Master of Public Administration	Master of Public Administration	Master of Public Administration
<p>Graduates of advanced degree programs at Florida Gulf Coast University will:</p> <p>Demonstrate excellence in critical thinking, problem solving, analysis, and strategic planning (through student learning outcome 3).</p> <p>Demonstrate effective use of a variety of communication skills and modalities (through student learning outcome 3).</p> <p>Exhibit professional and technical expertise consistent with discipline and/or content area accrediting or licensing bodies (through student learning outcomes 1, 2, 4).</p> <p>Be prepared for leadership roles in professional and occupational areas and in communities in which they live and work (through student learning outcomes 4, 5).</p> <p>Demonstrate the capacity for continuing learning, growth, and scholarly activity in their respective disciplines and fields of study (through student learning outcome 5).</p>	<p>All programs in the College of Professional Studies link students' learning experiences to the needs of communities and their members.</p> <p>These programs are all designed to meet the College goals:</p> <ul style="list-style-type: none"> <li>• Prepare students to respond in innovative ways to the evolving social, political, economic, and natural environments in which policy-making and service delivery are carried out.</li> <li>• Cultivate an ethic of public integrity and civic engagement in professional, political, and community activities.</li> <li>• Develop an understanding of the multi-cultural and increasingly global contexts within which public problems emerge, as well as an ability to formulate interdisciplinary strategies for their identification and resolution.</li> <li>• Cultivate the knowledge, skills, and personal attributes required for life-long growth and development.</li> <li>• Integrate multiple, state-of-the-art technologies into the learning environment and develop students' abilities to use technology creatively in their work.</li> <li>• Develop comprehensive field-based experiences linked to individual and community development.</li> </ul>	<p>Each graduate of the MPA program will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of the evolution of and the policy issues affecting the field of public administration;</li> <li>2. Demonstrate an understanding of the interaction of public administration with the broader social, economic, and political environment;</li> <li>3. Demonstrate effective technological, managerial, analytical, and communicative skills;</li> <li>4. Integrate ethical and professional behavior, diverse perspectives, and interdisciplinary approaches in designing and implementing solutions to complex public and social problems;</li> <li>5. Demonstrate an appreciation of life-long learning, public service, professional excellence, and community involvement.</li> </ol> <p>Critical thinking skills: see program objectives 1, 2, 3, 4 above.</p>	<p>Program learning outcomes are accomplished through general coursework and evaluated through the capstone project (see Appendix A below for details on the capstone).</p> <p>Critical thinking skills are accomplished through general coursework and evaluated through the Capstone Project (see Appendix A below for details on the Capstone).</p>	<p>During the 2004-2005 academic year, the program's assessment focused on "critical thinking." As a <i>direct measure</i>, the program used a March 14-20, 2005 assessment of students' performance on their midterm examination in <i>Introduction to Public Administration</i>. As an <i>indirect measure</i>, the program used current student, alumni and employer surveys, completed during Spring 2004. 75% of the students originally enrolled in the course completed the midterm. 25 of 41 of those to whom the surveys were administered completed the surveys, for a response rate of 61%.</p> <p>Summarizing the results, MPA students in the introductory course scored 88% or higher in an essay question on</p>

		<p>Communication skills: Capstone Project PAD 6961.</p>	<p>Communication skills are accomplished through general coursework and evaluated through the capstone project (see Appendix A below for details on the Capstone).</p>	<p>the mid-term examination directed at assessing their critical thinking skills. MPA alumni rated their problem-solving and decision-making skills at 4.67 (mean score) on a 5-point scale. In prioritizing competencies they look for in new employees, employers rated decision-making/problem-solving among the highest, at 9.33 (based on a scale from one to 10).</p> <p>Assessment results have been distributed to faculty and are included as a discussion item at the division's annual retreat at the outset of the 2005-2006 academic year. In addition, the results are being used as a baseline to continually monitor students' critical thinking skills. Based on annual monitoring and review by program faculty, modifications in the program's curricula likely to enhance students' communication skills will be implemented.</p>
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\*NOTE: Student learning outcomes and assessments are currently undergoing review as part of internal program review as well as a self-study being conducted for accreditation with the National Association of Schools of Public Affairs and Administration.

## **Program Description**

The Master of Public Administration (MPA) program is an interdisciplinary, professional degree program that prepares students for administrative positions in the public and not-for-profit sectors. It is designed for students who have significant in-service experience as well as for students who have little or no prior work experience in public or not-for-profit organizations. The MPA core curriculum provides theoretical background and practical application in the study of public policy, organizations, personnel administration, budgeting, research methods, data analysis, and program planning and evaluation. Evening and weekend classes accommodate the scheduling needs of working students.

A choice of concentration areas allows students to develop expertise in the following areas: administration of justice, environmental policy, and management. A generalist concentration in public administration is also available. Elective courses are selected based on concentration objectives and requirements, in addition to the student's specific career goals.

## APPENDIX A

### CAPSTONE PROJECT (PAD 6961)

#### ***Catalog Description:***

An applied research experience that integrates the principles, theories, and concepts of the core courses in the MPA program and the student's career concentration.

**Prerequisite:** *completion of all other coursework*

**Credit hours:** 1

**Grading policy:** Satisfactory/Unsatisfactory

#### ***Procedures and Guidelines:***

- 1. Selection of a Capstone Project Advisor (CPA) from the faculty in the Division of Public Affairs and Capstone Proposal.** Students should make their request directly with the faculty member no later than the beginning of the semester-prior to the semester in which the work is expected to be completed. Advisor approval is required before registering for the course. Generally, the student's choice for an Advisor will be related to the faculty member's expertise in the student's program concentration. Faculty may limit the number of advisees with whom they are working in a given semester. Some faculty may not be available on campus on a regular basis during Summer Session. Students may consult with other faculty on specific aspects of their project; nonetheless, an individual CPA will provide overall guidance and direction to the student throughout the project's duration. It is the student's responsibility to maintain contact with the CPA throughout the project period to ensure progress toward completion for the anticipated date of graduation.
- 2. Development of Capstone Project Proposal.** No later than midway into the semester prior to registering for the course, and in consultation with the CPA, the student will develop a proposal for an applied project and a timetable for completion. The subject to be addressed in the project is the student's choice, with approval of the CPA. The subject may reflect earlier work in the student's career or matriculation in the MPA program, but must represent a "stand alone" project upon completion. Requirements for an approach to conducting the project are as follows, and form the basis for review (see item 5 below) of the finished product:
  - Clear identification of the problem, issue, or question being examined, including a review of the relevant literature
  - Importance of the resolution of the problem, issue, or question to public administration practitioners in the field of the student's concentration (or public administration in general, if the student does not have a specific concentration)

- Integration of theories, principles, and concepts, as appropriate, from the core subject areas in the MPA curriculum relevant to the subject of the project:

- \*General public administration concerns  
(PAD 6060: Introduction to Public Administration)  
(PAD 6101: Organizational Theory & Behavior)
- \*Budgetary implications  
(PAD 6207: Public Budgeting)  
(PAD 6327: Seminar in Program Planning & Evaluation)
- \*Public policy aspects  
(PAD 6365: Public Policy)
- \*Impact on personnel considerations  
(PAD 6417: Public Personnel Administration)
- \*Data collection and analysis issues  
(PAD 6701: Data Analysis in Public Service)

- \*Research questions raised or addressed

**(PAD 6708: Research Applications in Public Administration)**

- To the extent that one or more of the above core course areas is more or less applicable to the project, the student may substitute a more closely related public administration area (for example, Intergovernmental Relations, Administrative Ethics, Administrative Law). Emphases among the subject matter areas addressed in the project may vary according to the salient issues involved.
3. ***Selection of a Reader.*** Early in the semester in which the student is registered for the Capstone Project and in consultation with the CPA, the student will also request a second faculty member to serve as a Reader for the project. The Reader may be chosen from within or outside the faculty in the MPA program. External prospects for Readers include adjunct MPA faculty, FGCU faculty in other units, and non-FGCU professionals who are recognized experts in the topic that is the subject of the project.

Early semester:	Brief description of proposal
Mid-semester:	Progress report
End of semester:	Final report

4. **Completion of project as developed in the proposal, under the general guidance and direction of the CPA.** The writing requirements will adhere to professional standards incorporated in the MPA program. Format, page length, referencing style, and other specifics shall be agreed upon between the student and the CPA with consideration to the potential use of the document in the student's field of concentration.
5. **Submission of a draft version for review by the CPA and Reader no later than the mid-point of the semester.** The CPA will review the draft based on the requirements set forth in item 2 above, and the extent to which the student demonstrates, to the CPA's satisfaction, the ability to creatively apply knowledge gained from the MPA program to the problem, issue, or question being addressed. Upon completion of the review, the student will submit to the CPA a final version, incorporating any recommended modifications.
6. **Submission of the final version (electronic copy and two hard copies) of the project no later than the 13<sup>th</sup> week of a 15-week semester.** The CPA and the Reader will review the final version of the project. The Reader will report the results of his/her review to the CPA.
7. **Notification of results of review.** The CPA with the advice of the Reader will make the pass/no-pass grade determination. In the event of an irreconcilable difference between the CPA and the Reader, the student will choose a second reader from the MPA faculty to review the project. Notification of the grade will be available to the student by the CPA no later than the due date for submission of grades to the Registrar, as specified by the university's academic calendar.

#### **OTHER INFORMATION**

- In the event of an unsatisfactory determination, a student may re-enroll for PAD 6961 for one and only one additional semester following initial registration, and within the specified seven-year time frame for completion of the MPA degree.
- The faculty member serving as Capstone Project Advisor may assign an Incomplete ("I") grade or a "Z" (continuing registration) for PAD 6961, in accordance with university policy. A "Z" grade indicates that the project requires substantial additional work for completion. The student will be required to re-register for PAD 6961 in the semester when the work will be completed.

The student shall furnish the approved final version of the project in triplicate and in electronic form to the Division of Public Affairs. The CPA shall certify the satisfactory completion of the project. The Division's use of the project shall be limited to instructional purposes only.