

Analysis of the
2003 BSC MPA
Student Survey

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This analysis represents the final report on the 2003 BSC MPA Student Survey. It includes an update, to reflect late responses, of the figures provided in the Key Analysis. The total responses received, is now forty (40). Of those, 9 had not yet matriculated; 16 were matriculated; and 15 had graduated. The reported gender of respondents was fifteen (15) or 38.5 percent male and twenty-four (24) or 61.5 percent female. The ages were reported in four categories with five (5) students or 12.5 percent in the *under 30* age group; seventeen (17) or 42.5 percent in the *31 – 40 year old* group; fifteen (15) people or 37.5 percent in the *41 – 50 year old* group; and three (3) respondents or 7.5 percent were in the *over 51* year category.

Course Offerings

Core Courses

Question 1: Describe each of the core courses you have taken as either *Very useful*, *Somewhat useful*, or *Not useful*. Courses not taken were to be marked as N/A and are not included in the Mean. Under Mean, the closer to 1 the more useful the course appeared.

Table 1
Perceived Usefulness of Core Courses

	Very useful	Somewhat useful	Not useful	N/A	Missing	Mean / SD (excl. NA)
PO 501: Introduction to Public Institutions and Administration	15	21	4	0	0	1.73 / .64
PO 505: Public Management	22	8	4	5	1	1.47 / .71
PO 510: Research Methods in Public Administration	12	17	2	7	2	1.68 / .60
PO 511: Policy Analysis and Program Evaluation	22	7	1	8	2	1.30 / .53
PO 521: Public Finance	16	9	2	11	2	1.48 / .64
PO 531: Public Personnel	17	7	1	15	0	1.36 / .57
PO 532: Organization Theory	8	14	3	11	4	1.80 / .65
PO 591: Capstone Course in Public Management	6	7	6	16	5	2.00 / .82

Question 2 asked if there were any current electives that the respondent felt would be useful additions to the required (core) curriculum. **Ethics** was the highest ranking with eight (8) persons feeling it was a useful addition. **Administrative Law** scored the next highest with three (3) supportive respondents. **NPM** did receive two (2) marks but one (1) other also suggest **government performance** as an addition to the core. **Legislative Process/ Mechanics** and **Negotiation/ Contract Disputes** each had two (2) supporters. **Advanced Statistics; Accounting; Tax Law; Leadership; Employee Motivation, Promotion and Training; and Technology Systems and Applications** were each suggested by a single respondent. One additional respondent suggested adding in generic terms “*the Law classes.*”

From Section 9, the first question asks if students support the addition of “Politics and Administration” as a core required course. A total of 37 students answered this question. Of those 30 were supportive of the change, six (6) were not supportive of the addition and one (1) had no opinion. The mean for this question is 1.17 with a S.D. of 0.38. Since support was coded as a one, averaged figures tending toward 1 indicate general support. Student’s perceptions of the quality of the program’s core courses appear in Table 11 in the Program Quality section of this report.

Elective Courses

Question 3. This question was similar in format to the question on core courses but dealt with electives that have been offered. The format and rules for the analysis is therefore similar. The results are presented in Table 2 below. Student’s perceptions of the quality of the program’s elective courses appear in Table 11 in the Program Quality section of this report.

**Table 2
Perceptions of Usefulness of Elective Courses**

	Very useful	Somewhat useful	Not useful	N/A	Missing	Mean / SD (excl. NA)
PO 533: Administrative Ethics	11	1	0	22	6	1.08 / .29
PO 551: Economic and Community Development	5	8	2	17	8	1.80 / .68
PO 552, Municipal Org. and Management	13	8	2	13	4	1.52 / .67
PO 571: Nonprofit Management	7	4	3	20	6	1.71 / .83
PO 592, Special Topics: Public Safety Management	4	8	2	20	6	1.86 / .66
PO 592: Special Topics: City Life, Hist., and Politics	3	3	3	25	6	2.00/ .87
PO 592: Special Topics: Legislative/Exec. Affairs	4	4	0	26	6	1.50 / .53
PO 592: Special Topics: Govt. Performance and Accountability	4	3	1	25	7	1.63 / .74
PO 592: Issues in Public Policy	10	9	0	15	6	1.47 / .51
PO 592: Special Topics: Advanced Public Finance	3	3	1	26	7	1.71 / .76
PO 592: Global Public Admin	3	5	2	23	7	1.90 / .74
PO 592: Contemporary Issues in Non-profit Administration	3	6	0	24	7	1.67 / .50

Question 3a asked students to suggest additional topics / courses that they would like offered as electives. **Grant Writing/ and grant management** had the highest ranking with four (4) supporters. **Technology in PA**; received three (3) supporters. Courses receiving two (2) supporters were **Contract Management**; and **“more” Nonprofit. Non-profit Budgeting** was also suggested by a different respondent. **Labor Law and Relations** (including Bargaining, Negotiations and Arbitration) received a single (1)

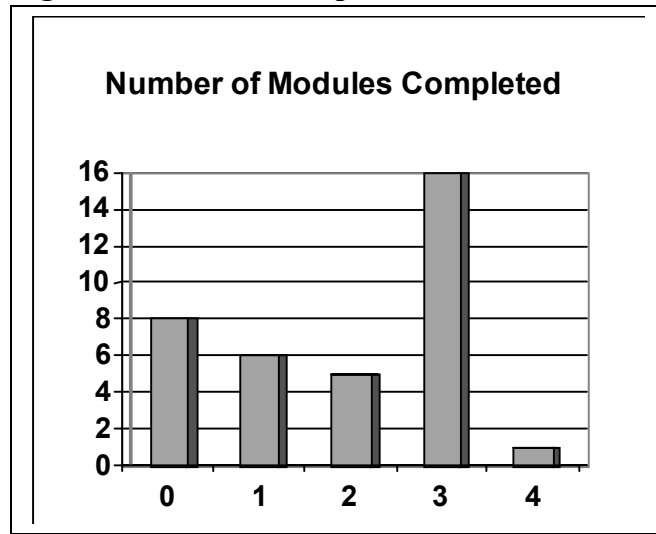
response but another student (1) wanted “**more**” Law classes in general and a different student (1) wanted a **Human Resource Management** course that specifically covered ‘*working with unions.*’ Other courses receiving a single mention include **Leadership; Political Aspects of PA; Legislative Process; MA. Political Environment; PA Communications; Public – Private Partnerships; Urban Planning; Conflict Resolution** and also a Module on Web Design.

Modules

The following section looks at questions related to the Modules. Figure 1 shows the number of modules taken by each of the 36 respondents to this question. On average students had taken 1.89 modules. The standard deviation for this mean was 1.28.

Students were asked if they favored the Module concept and requested to explain their answer. Thirty-three students answered this question, with twenty-four (24) or 72 percent stating that Yes, they liked the concept. Seven (7) students did not like the concept and two (2) had no opinion. Of those students that did explain their answer, one response suggested mixed feelings claiming that s/he was “...on the fence about this.” Of the other respondents 17 provided clearly positive feedback and 8 indicated negative perceptions. All of the responses are paraphrased below. Student’s perceptions of the quality of the program’s modules appear in Table 11 in the Program Quality section of this report.

Figure 1: Modules Completed to Date.



**Table 3
Breakdown of Feedback About Perceptions Toward Module Concept**

Positive Feedback	Negative Feedback
<ul style="list-style-type: none"> • Two Sat. are good for working families • Saturdays easier to schedule than PMs • Allows coverage of periodic issues • Allows topics of limited scope • Broadens scope of topics (in program) • Allows greater choice flexibility (x3) • Good, Practical topic and in-depth • Good one-day on particular topic • Gives brief intro to subject • Intensive, meets only a few times • Short, focused • Specific topic, practitioner taught • Specialized learning, small setting • Great, hands-on immersion • Excellent Topics 	<ul style="list-style-type: none"> • A lot of work for one credit • Added nothing to my MPA education • Disjointed, hard to fit into Ed. picture • Lots to cover, too little time (x2) • Topic must fit timeframe • Topics could be incorporated [into regular courses] • Whole Sat. are hard for working families

Instructional Environment

Question 1. examined the number of three credit courses taken during regular semesters. All respondents answered this question. Within this group, 97.5 percent took two or fewer 3-credit courses during the regular semesters. Sixteen (16) or 40 percent indicated that they took only one (1) course per semester. Twenty (20) or 50 percent indicated they took two 3-credit courses per semester and three (3) others suggested that they took between 1 and 2 classes each regular term. Only one (1) respondent indicated they took between 2-3 courses each semester and no student indicated that they took three (3) or more three-credit courses during a semester.

Question 2. looked at the number of three-credit courses during the summer. One respondent failed to answer this question resulting in a valid n of 39 responses. Of that group six (6) students or 15.4 percent reported that they had not taken any summer courses. Twenty (20) students or 51.3 percent reported that they took one class over the summer. There were thirteen (13) students or 33.3 percent who indicated that they took two classes during the summer session.

Question 3. looked at levels of satisfaction with the compressed five-week summer term. One student had no opinion on this matter and seven students chose not to provide any answer. Of the opinionated responses, none indicated that they were not satisfied. Most respondents, twenty-three (23) or indicated that they were very satisfied, and the other nine (9) indicated that they were somewhat satisfied with the compressed summer format.

Question 4. asked students to rate their level of interest in various alternative learning arrangements in MPA classes. The table from the survey is replicated here as Table 4, with the mean and standard deviation added and the frequencies of responses inserted appropriately.

Table 4
Levels of Interest in Various Alternative Learning Arrangements

	1 Low	2	3	4	5 High	Mean/ S.D.
Courses taught on Friday Evenings (6-10 p.m.) and all day Saturday, over 3 or 4 weekends	13	3	8	4	8	2.75/ 1.59
Courses taught from 4 to 7 pm, One evening per week	13	4	1	5	13	3.03/ 1.80
Combined Graduate/Undergraduate Courses, taught one day per week	20	6	5	2	2	1.86/ 1.22
More courses that replace portions of campus classtime with full web-based content (e.g. Public Personnel)	8	8	7	7	6	2.86/ 1.42
More classes that augment campus classtime with web-based content and exercises	5	8	6	10	7	3.17/ 1.36
Practical field exercises, performing assignments for use by the region's governments or non-profit agencies	3	4	1	12	16	3.94/ 1.31

Direction of Program Offerings

Students were asked about the concentrations they were originally attracted to, the concentration they are enrolled in and why they chose not to pursue their original interest. Students were also asked about their perception of the importance of each of the concentrations currently offered. Other questions were asked in this section, but these are the only ones included in this brief analysis to satisfy your immediate decision making requirements. Additionally two questions from Section 9 asking about support for the renaming of the Nonprofit and Financial Administrations concentrations are included here.

Responses to question 5 are examined first: *How important do you believe it is for the BSC MPA program to offer these concentrations to its students?* The table as it appears in the survey is copied below as Table 5 with the frequencies of responses appearing in the corresponding boxes. The reader should note that student perceptions of the quality of the program's concentrations appear in Table 6 in the Program Quality section of this report.

Table 5
Student Perceptions on the Importance of Current Concentrations

	Very Important	Somewhat Important	Not Important
Financial & Personnel Administration	34	4	0
Municipal/ Regional Development & Management	32	7	0
Public Safety Administration	19	11	8
Nonprofit and Human Services Administration	26	12	0

One person skipped this portion of the survey entirely and one only responded to the Municipal/ Regional Development subsection.

Students were also asked about the concentration they were originally attracted to and the concentration they subsequently enrolled in. The responses have been reconstructed into Table 6 appearing below. It should be noted that students were able to, and often did, select more than one concentration that they were originally attracted to.

Table 6
Concentrations Students were Attracted To and Enrolled In

	Attracted to	Attracted & Enrolled in	Total Enrolled
Financial & Personnel Administration	8	2	4
Municipal/ Regional Development & Management	11	3	4
Public Safety Administration	4	1	1
Nonprofit and Human Services Administration	12	2	2
Generalist track	10	6	19

Responding as to why they did not enroll in the concentration they were originally attracted to, ten (10) students cited a lack of course offerings. Two others indicated that there was a conflict between the times courses were offered and their schedule. Another indicated that they did not feel that the faculty were 'strong enough' in that concentration. Two students said they preferred not to specialize or that they felt the generalist track made them more marketable. One student suggested that their interest had changed as they developed and one indicated that they had already graduated.

Students were also asked if there was another concentration or specialty area that they would like to see offered. Only two students replied affirmatively to this question and suggested that **regional planning** or **policy analysis** would be areas to consider.

Students were asked for suggestions to improve the concentration they are currently working for. There was no way to indicate which concentration the suggestion applied to, however two students did indicate this information in their answer. Both wanted more classes, one in the non-profit concentration and the other wanted more personnel classes. Of the other comments four (4) students wanted more electives, one wanted more offerings per term, and another wanted a public speaking/ negotiation course. One respondent wanted the classes to be more regionally (MA) focused and another wanted the classes to be more practical and taught by practitioners.

Students were asked in Section 9 if they supported renaming two of the concentrations:

Students were generally supportive of dropping *Human Services* and renaming the concentration to "Nonprofit Administration." The mean of responses was 1.14 with a S.D. of 0.36. As the mean approaches 1, students are indicating more consistent support for the change. Non-support would be indicated by a trend around the number 2. Of students responding 24 were supportive, 4 were not supportive and 9 had no opinion.

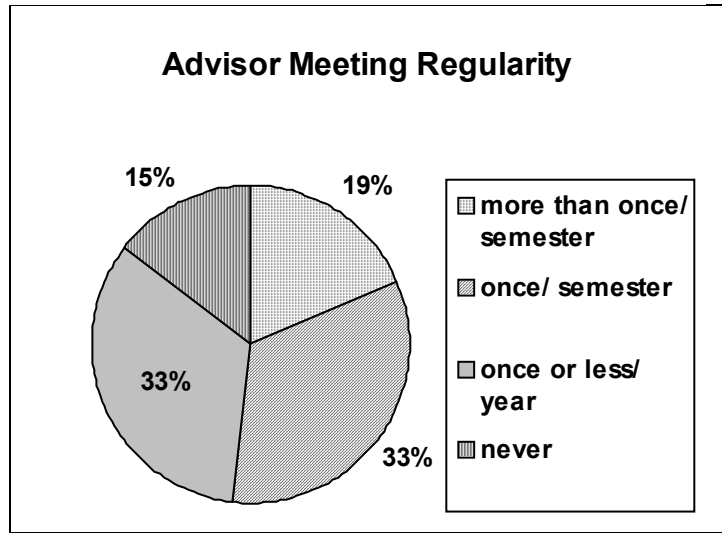
Students were slightly less supportive in regards to dropping *Personnel* and renaming the concentration "Financial Administration." One student wrote in the margin that the program should "keep *Personnel* in there somewhere, even if only in name." Of all students responding to this question, 22 were supportive, 11 were not supportive and 5 had no opinion either way. The mean was 1.33 with a S.D. of 0.48. Again, trends toward one indicate support and averages of 1.5 suggests students are evenly split in their feelings about this change.

Advising

Students were asked if they know who their advisor is. Twelve students chose not to answer this question. As a reminder, there were nine respondents who indicated that they were non-matriculating students and therefore would not have an assigned advisor yet. Of the 28 students who did answer this question, all of them indicated that they did indeed know who their advisor was.

Students were then asked how often they met with their advisor and given four choices. Twelve students chose not to answer this question. Of those that did answer, five (5) met with their advisor *more than once a semester*; nine (9) met *once per semester*, nine (9) met *once a year or less*; and four (4) *never* met with their advisor. The relative percentages of responses can be seen in Figure 2.

Figure 2: How often Students Met with Advisor



Students were also asked four questions related to the quality of the advising they received. When asked if their advisor was available enough either by phone or in person twenty-four (24) or 92.3 percent responded yes, they were available. Only two (2) students or 8 percent felt that their advisor was not available often enough. Fourteen people did not answer this question.

When asked if their advisor was familiar with the MPA program and its courses, twenty-four (24) students or 96 percent responded yes, they were adequately familiar. One student felt this area needed improvement and 15 students did not respond. The increase in the system missing (non-responses) in this and subsequent related questions occurred because one of the students who felt their advisor was not available declined to answer the following three related questions in the survey.

Students were then asked if their advisor was familiar with other BSC programs and resources. Of the 23 valid responses, eighteen (18) or 78.3 percent positively affirmed that their advisor was familiar with the wider college. Five (5) students or 21.7 percent indicated that, No, their advisor was not familiar with other BSC programs and resources.

Students were also asked if their advisor was familiar with their career field and potential career options. There were sixteen (16) students or 66.7 percent that indicated their advisor was knowledgeable in this area. Eight students or 33.3 percent indicated dissatisfaction with their advisor on this aspect. Two students indicated that they didn't know and fourteen others declined to answer.

Professional Information

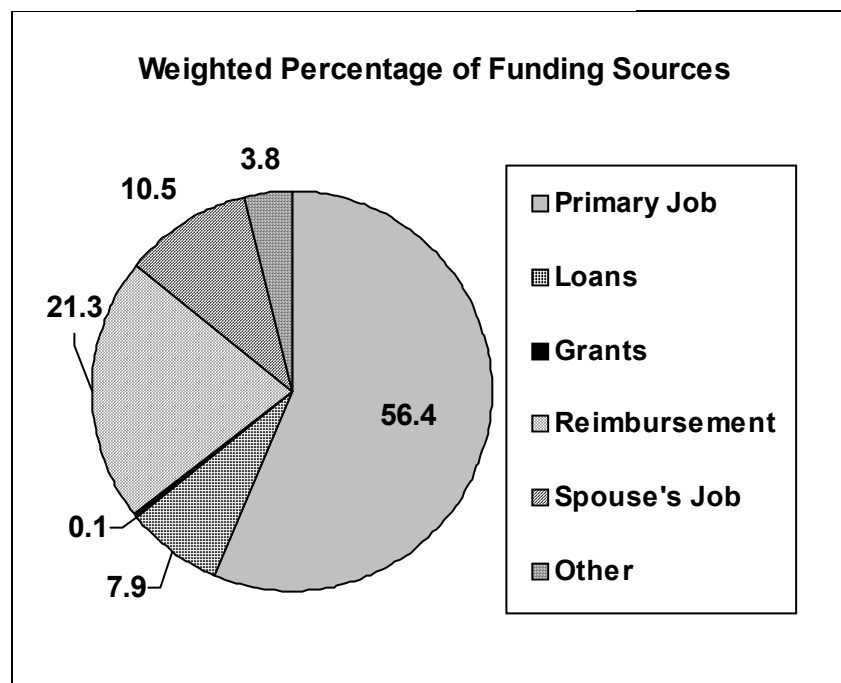
Several questions were asked to develop an understanding of students' work environment; their anticipated employment benefits; their levels of participation in professional organizations; and how they pay for college and whether they have chosen to work less in order to better handle their MPA studies.

Students responding to this survey were overwhelmingly employed on a full-time basis. Thirty-three (33) or 87 percent of responses indicated this. Two (2) students or 5 percent were employed part-time and three (3) students or 8 percent indicated that they were currently unemployed. Two students chose not to answer any of the questions in this section and is not included in the stated percentages above.

When asked if they had decided to work less than full time to better handle their MPA studies, three (3) students or 10 percent said they had adjusted their work schedule. Twenty-eight (28) people or 90 percent indicated that they had made no such adjustment. Nine people did not answer this question.

In reporting how students paid for their education not all students indicated the percentage of their total bill that each category represented. In order to aggregate this information, non-valid responses were dropped and then each category was weighted by the sum of the percentages specified. These categorical totals were then divided by the sum of all categories and multiplied by 100 to yield a percent of the total each category represents. This method yields the proportion each funding source covers for the tuition and fees for all of the valid responses combined.

Figure 3: Aggregated Funding Sources

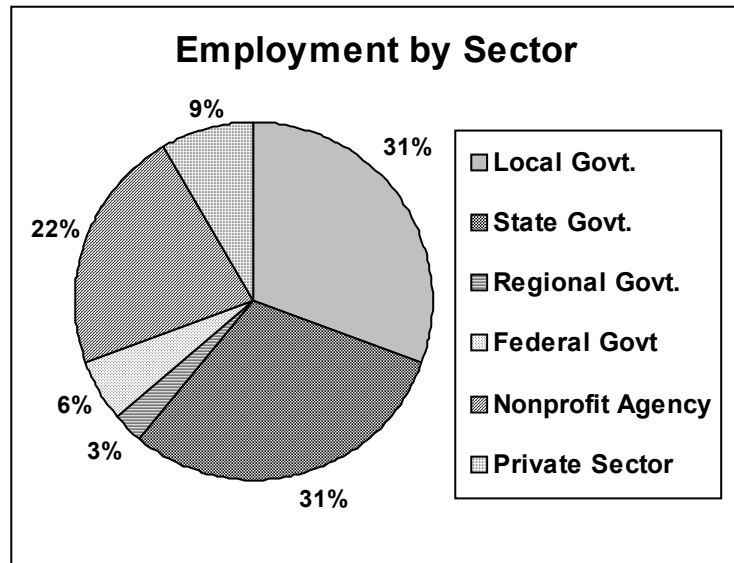


The actual responses are detailed here for each category. There were fourteen (14) students who indicated that 100 percent of their education is paid from *earnings from their primary job*. One student indicated this source contributed 90 percent and two others said it contributed 75 percent and six (6) students indicated lesser percentages ranging between 5 and 60 percent of their bill. Four students said these funds contributed but did indicate a percentage and selected other contributing categories. Only one student indicated, without stating a percentage, that funds from a *secondary job* was used to pay for their education. *Loans* were a significant factor for four (4) students with two (2) stating it contributed 80 percent of the cost and two (2) others indicating 50 percent. One student stated that *scholarships and grants* help pay for their education but indicated that this only represented 5 percent of their bill. Three (3) students were *reimbursed by their*

employer for 100 percent of the cost of their education. Two others received 75 percent reimbursement, two received 50 percent, four (4) indicated lesser percentages ranging between 5 and 40 percent, and four (4) students indicated that their employer did contribute but did not indicate a percentage of the costs covered. *Spousal earnings* paid 100 percent for three (3) students, 40 percent for one student and 5 percent for another. Students also indicated that Savings (2 students); MA waiver (1); state tuition remission (1); and the GI bill (1) were contributors.

Students were asked which employment sectors are they currently working in. Six options were provided: nonprofit agency; private sector; and local, state, regional or federal government. As shown in Figure 3, The State government employed most of the survey respondents. Eleven (11) people or 30.6 percent indicated they worked for a state agency. Another eleven (11) reported working for a local town government. Non-profits also employed a

Figure 3: Sectors of Student / Alumni Employment



substantial number of BSC MPA participants, employing eight (8) respondents or 22.2 percent of those answering this question. Three (3) people or 8.3 percent were employed in the private sector. Two (2) people or 5.6 percent were working for the federal government and one (1) or 2.8 percent worked for a regional authority.

Employment Sector was also examined for current students only. There were no current students employed in the private sector and there was a slight shift in the ranking and relative percentages employed in the other divisions. Ten (10) current students or 43.5 percent were working for local governments; six (6) students or 26 percent were working for nonprofit agencies; and five (5) people or 22 percent were working for the State. Regional authorities and the Federal government each employed one current MPA student.

Students were asked about the service area that their job involves them in. Unlike employment sector, service area was not structured to contain mutually exclusive categories and several respondents did select more than one area of involvement. Table 7 on the next page contains the frequency of responses for each service area for all respondents and for current students only.

Table 7
Service Areas of Student and Alumni Participation

Service Area	All Respondents	Current Students Only
K-12 Education	5	4
Health and Health Care	3	2
Economic Development	1	1
Transportation	3	3
Criminal Justice/ Legal	6	5
Financial – Regulatory – Taxes	3	3
Housing / Community Development	4	4
Higher Education	6	4
Environment / Natural Resources	1	1
Human Social Services	11	7
Governance/ Policy	4	4
Public Safety / Emergency Management	5	3
Training – Employment – Labor	3	3
Other	3	0

Students were also asked if they belong to any professional / trade organizations and their degree of involvement. Three students did not answer this section, and another fifteen (15) indicated that they were not involved with any professional organization. Of the twenty-two (22) students that were members of an organization, eight (8) reported multiple memberships and two (2) did not report any organization by name. One student reported a non-professional organization, and that they were active on the board, expectedly, they also attended regular meetings. This person’s involvement is recorded in the listing of organizational names but their involvement is not included in the activities participated in so that these figures can represent only professional peer groups as the phrasing of the question suggests. Only three organizations had multiple students participating in them: the Massachusetts Municipal Association [MMA] had five (5) while both the American Planning Association [APA] and the ASPA had two (2) student members. All reported organizations are listed in Table 8 on the following page.

Of the respondents who have joined organizations, six (6) or 28.6 percent indicated that they were active on boards, committees or possibly both. Fifteen people did not indicate this level of participation. Because one (1) respondent was excluded the actual N is 21. This is done because some students may have responded differently had the phrasing included any association involvement. When asked if they attended monthly or weekly meetings seven (8) students or 38 percent indicated that they did. Thirteen (13) or 62 percent indicated that they attend annual conferences. Surprisingly, thirteen (13) students indicated that they “pay dues and read newsletter only.” This is the result of students who indicated a higher level of involvement also indicating this supposedly exclusive level.

Table 8
List of Professional Organizations Respondents Have Joined

MMA (5)	APA (2)	ASPA (2)
AMA	ACLAE	IEEE
DRJ	NAFE	MALSCE
ACI	M C O A	MEDC
NEEDA	CPTC	MHOA
NEHA	MANB	TU
BOW	MSA	SRPEED
2020	Intl. Assoc. of Elec. Inspectors	MACRS
IACP	MDOA	Union (not specified)
MASBO	MGFOA	MMAAA
Board of Licensed Social Workers	Reaching All Youth Coalition	

When asked what was *the most useful aspect of membership*, fifteen (15) people of 71.4 percent indicated *networking opportunities*; three (3) chose multiple selections; one indicated the *newsletter*; and two indicated *other* aspects. Write-ins when *other* was selected included (1) education and (1) publications. Of the two that selected multiple aspects two indicated networking and newsletter and the other indicated these too but also included committee work.

The survey also asked about levels of support from employers and expected benefits after graduation. Responses to both of these questions are detailed in Table 9 below.

Table 9
Level of Support While Attending and Benefit Expected

	Frequency	Percent	Mean / S.D.
Very Supportive (reduced work load)	5	14	2.27 / 0.63 [‡]
Supportive (gets to class on time)	17	47	
Indifferent*	14	39	
Expects Raise	4	11.1	3.61 / 0.94 [‡]
Promotion	2	5.6	
Both Raise and Promotion	5	13.9	
Neither Raise nor Promotion	25	69.4	

*Only one respondent suggested that HR dept was not supportive however they also indicated that their direct line of superiors backed them up in dealing with HR and supported their efforts. This response was coded as indifferent. ‡ valid n = 36, four students did not respond to this question.

MPA Outreach and Recruitment

Students were asked how they found out about the BSC MPA posting. A few students did select more than one source and the question asked students to check as many as apply. Two students did not reply to this section. Of those responding, twelve (12) indicated a colleague/ friend or employer; eleven (11) indicated an advertisement; six (6) indicated a faculty member had recommended the program; and two (2) indicated a solicitation to their workplace. No students indicated they found out about the program through a career or grad school fair. Twelve students also selected the ‘Other’ category. The largest of these non-specified channels were Independent research (6) and the Internet (2). Three (3) students did indicate a catalog or campus posting and one student indicated “work.”

When asked if the respondent had ever recommended the program to either colleagues or friends, thirty-five (35) or 87.2 percent responded that they had indeed recommended the program. Four (4) students had not yet recommended the program and one respondent did not answer this question.

Students were asked for suggestions on recruiting new students. Many respondents did answer this question and their diverse input is paraphrased and collated into Table 10 below. Some suggestions are reported with a “ (#) ” after them to indicated the number of people that had made similar comments.

Table 10
Suggestions for Recruiting New Students

More Advertising (2)	Improve Quality of Marketing
Flyers/ Outreach to Undergraduate Univ. (2)	Improve College’s Reputation
Market through MMA/ Police Offices/ City Halls/ and State Agencies (5)	Use Modules to Attract Current Professionals (2)
Solicit Nonprofits (4)	Work with State Human Resources Division
News Bulletins	Outreach Visits
Targeted e-mail Campaigns	Web-links From Professional Organizations

Program Quality

Students were asked about their perception of quality for the program overall and on various subtopics. The frequency of responses appears on the following page as Table 11.

Table 11
Student Perceptions of Program Quality

	Very satisfied	Somewhat satisfied	Not satisfied	Not applicable	Mean (SD)
Student Advising	6	19	4	9	1.93 (0.59)
Core Courses	24	12	2	1	1.42 (0.60)
Elective Courses	14	18	5	2	1.76 (0.68)
Modules	14	12	5	8	1.71 (0.74)
Concentrations	13	12	9	5	1.88 (0.81)
Comprehensive Exam	10	6	5	17	1.76 (0.83)
Internship Process	3	3	5	27	2.18 (0.87)
Student to Student interaction/ networking	24	12	1	2	1.38 (0.55)
Student to Alumni interaction/ networking	5	9	10	14	2.21 (0.78)
Alumni programming/ outreach	2	8	8	20	2.33 (0.69)
Overall quality of MPA program	24	14	0	1	1.37 (0.49)

Coding: Very satisfied =1, Somewhat satisfied = 2, Not satisfied = 3.

Students were also asked to report their perception of the importance of various factors for improving the quality of the BSC MPA program. The responses appear in Table 12 on the following page.

Table 12
The Importance of Various Factors in Improving the BSC MPA Program

	Very Important	Important	Not Important	Mean (SD)
a. NASPAA Accreditation	30	8	0	1.21 (0.41)
b. Faculty research in national peer-reviewed journals	12	24	2	1.74 (0.55)
c. Public administration faculty with various specialties	31	7	0	1.18 (0.39)
d. Classes taught by other political science faculty	9	24	5	1.89 (0.61)
e. Classes taught by qualified adjunct faculty	22	14	2	1.47 (0.60)
f. Interaction with other graduate programs on campus	8	20	10	2.05 (0.70)
g. Improving faculty gender diversity	8	12	17	2.24 (0.80)
h. Improving faculty racial/ethnic diversity	5	15	17	2.32 (0.71)
i. Improving student racial/ethnic diversity	6	15	16	2.27 (0.73)
j. Improving student gender diversity	2	12	23	2.57 (0.60)

For the previous table, the same standards for interpretation apply that have been used throughout this report. In this case, any trending of the mean around the number 1 indicates that generally students feel this is a *very important* factor. Means that approach the number 2 are considered *important* and any trending toward the number three are distinctly *not important* factors.

Additional Comments

Several students wrote in marginal comments or included a supplemental page. Their input is recorded here as bulleted text when they have not been included elsewhere.

- Compressed Summer term can be strenuous.
- Support for adding Politics and Admin to the Core depends on what is dropped.
- Combine Research Methods and Policy Analysis to make room for Politics and Administration as a Core Requirement.
- Presentation on Emergency Management was lacking
- Get more faculty, 2 and ½ is not enough.
- Better explain decisions and expand opportunities to participate in those decisions as they are being discussed. Open Meetings.
- Publish courses (even if tentative) for two years to allow for some planning.
- Publish on the web reading list for all courses that includes both those used in the class and suggestions for going further.
- Sponsor roundtable meetings with Professions/ Agency heads, Faculty and Students to discuss topic of mutual or current interest.
- Run an In-Service program.
- Improve/ offer graduate assistantships.
- Would like to see more casual meeting like at the beginning of this year.
- Use 1-day mini-module to attract govt. and nonprofit professionals.
- More contact between current students, alumni, and professionals is needed.