

COMPREHENSIVE PROGRAM REVIEW SELF-STUDY
MASTER OF PUBLIC ADMINISTRATION PROGRAM
2007-2008

EXECUTIVE SUMMARY FOR THE MASTER OF PUBLIC ADMINISTRATION PROGRAM

Major Findings of the Program's Quality and Productivity

The mission of the MPA program is to prepare graduates for administrative and staff positions in government agencies, health organizations, and not-for-profit organizations. It conforms to the CSU mission of “promot[ing] educational, economic, social and cultural growth in Georgia and beyond” by contributing to “excellence in teaching in a student-centered environment, research . . . activities, service to the region and the state, and community engagement through university-community partnerships.”

The **quality** indicators for the MPA program are generally **satisfactory** and none rate lower than satisfactory. **Teaching** is evaluated as **above average** because of superior responses on an alumni survey, faculty participation in teaching improvement efforts, and honors and awards to faculty. **Quality of faculty** is rated satisfactory overall; full-time faculty are well-qualified but several part-time faculty lack the terminal degree.

The **productivity** indicators for the MPA program are about equally mixed between those rated **Above Average** and those rated **Satisfactory**. The former groups includes enrollments, degree productivity, adequacy of course offerings, and cost-effectiveness. Retention rates and graduation rates, on the other hand, need improvement.

List of Recommendations for Improving Program Quality

- Continue current improvement of admissions selectivity.
- Complete current project calibrating comprehensive examination criteria to core course content.
- Add full-time faculty.
- Assess program status re accreditation by the National Association of Schools of Public Affairs and Administration (NASPAA).

List of Recommendations for Improving Program Productivity

- Make minor improvements in clarity of requirements stated in Catalog.
- Continue current improvement of admissions selectivity, which would seem to improve retention and graduation rates.

Conclusion about the Program's Viability at CSU

The volume of enrollments and graduations, in combination with low costs, clearly indicate continued viability. Improvements in quality are both possible and desirable without negative effects on quantitative indicators.

Program Improvement Plan

Continuing

Calibrating comprehensive examination items to core course content
Increasing admissions selectivity and thereby improving retention and graduation rates.

Current academic year

Assessing NASPAA accreditation status.
Requesting full-time faculty positions.

Next two academic years

Repeat alumni survey.
Assess conversion of Health Services Administration option into free standing degree.
Increase student academic travel funds to support participation in national/international conferences.
Increase on-line course offerings.

Summary Recommendation and Supporting Rationale

Recommendation: Enhance or Expand the Program.

Rationale: Given the strength of productivity indicators for volume of enrollments and graduates, relatively modest changes would seem to yield substantial improvements in lagging productivity indicators and in quality indicators. Admissions selectivity requires little or no investment, nor does assessment of NASPAA accreditation. Neither of these is dependent on the more substantial, though worthwhile investment of increasing full-time faculty.

COMPREHENSIVE PROGRAM REVIEW SELF-STUDY MASTER OF PUBLIC ADMINISTRATION PROGRAM

I. Brief Program Overview

Describe the program, the program mission, and the relation to the Columbus State University mission.

The Master of Public Administration (MPA) is a professional degree designed to prepare graduates for administrative and staff positions in government agencies and health organizations; it is also suitable for not-for-profit organizations. It requires completion of twelve three-semester hour courses and a comprehensive examination (students choosing the thesis option count the thesis as one elective course and are waived from the comprehensive examination requirement). There are six courses in the common core and six elective courses in either General Government, Justice Administration, or Health Services Administration. Instruction and advising are conducted in collaboration among the Department of Political Science and the Department of Criminal Justice in the College of Arts and Letters and the Health Science Program in the College of Science.

The mission of the MPA program is to prepare graduates for administrative and staff positions in government agencies, health organizations, and not-for-profit organizations. It conforms to the CSU mission of “promot[ing] educational, economic, social and cultural growth in Georgia and beyond” by contributing to “excellence in teaching in a student-centered environment, research . . . activities, service to the region and the state, and community engagement through university-community partnerships.”

Describe how the program meets the needs of students and the demand for graduates.

To meet the needs of mid-career students, courses are offered only in the evening and on Saturdays, or in the special case of Command College programs, a weeklong format. Needs of students and employers in terms of curriculum content are assessed via the comprehensive examination and surveys of alumni. Regular liaison is conducted with major employers of graduates.

II. Summary Findings of the Program’s Overall Quality

The MPA program’s quality is generally Satisfactory according to the indicators below, with Quality of Teaching and General Success of the Program’s Graduates rating Above Average. These generalized evaluations do not deny the occurrence of instances of distinction in most categories.

II A. The Quality of Teaching Supporting the Program

Assessment of the strength of the evidence of program quality on this indicator: **Above Average.**

- **How good teaching is assessed and rewarded.**

This is primarily a function of the three departments involved in delivering the program. Evaluation of teaching effectiveness is required by Board of Regents Policy Manual 803.07 and by CSU Faculty Handbook 110. The Faculty Evaluation Plan of the College of Arts and Letters requires submission of documentation of teaching effectiveness by faculty, to include student evaluations (required by BOR Policy 803.07) and, per department policy, either peer review of course materials, chair review of course materials, or classroom observation by the chair. Criteria for Evaluation, Promotion and Tenure for the Department of Criminal Justice, the Department of Political Science and the Health Science Program also require such documentation. The Director of the MPA Program may supplement such data with information from alumni surveys and student performance on the comprehensive examination.

Good teaching is rewarded by inclusion among the criteria for pay raises, pre-tenure review, promotion and tenure consideration, post-tenure review, and nominations for University and System awards which recognize superior teaching. These processes have identified no faculty involved in the MPA program as deficient with regard to teaching. On the other hand, Dr. Dowis received the Educator of the Year award in 2007 and Professor Johnson was a finalist. Dr. Dolan was a finalist for the award in 2002 and 2004; Dr. Bailey was a nominee in 2006.

- **How good advising is assessed and rewarded.**

Advising is assessed departmentally; it is one of the criteria for annual performance reviews, pay raises, pre-tenure review, promotion and tenure consideration, and post-tenure review, in accordance with mandates from BOR Policy 309, CSU Faculty Handbook 110, and the faculty evaluation plans of the College of Arts and Letters, and the College of Science. These processes have identified no faculty involved in the MPA program as deficient with regard to advising, nor have student complaints and exception petitions indicated advising deficiencies. No MPA student's graduation has ever been delayed because of an advising error in the twenty-five year history of the program.

- **Opportunities for interaction outside the classroom.**

Syllabi include contact information, including office hours, telephone numbers, and e-mail addresses. Since most classes are at least two and one half hours in length and meet only one evening or day a week, there are ample opportunities during class breaks and before and after class (neither student nor instructor have other classes immediately before or after the evening session). Induction luncheons of Pi Alpha Alpha, the national public administration honor society, provide an opportunity for social interaction between faculty and superior students.

- **Availability of tutoring.**

There is no systematic provision of tutoring but faculty are available to assist and students sometimes form study groups. Recommendations from the Office of Disability Services are followed.

- **Internships, etc.**

Though opportunities are limited by the mid-career nature of most students, those with the interest and availability to intern are accommodated. Usually two or three intern each semester. Classroom projects, independent study projects, and theses frequently take the form of service learning; many take the form of action research inquiries immediately applicable to government agencies and not-for-profit organizations. There is no additional provision for practica. Availability for study-abroad is even more limited but interest in a relevant program would be accommodated. Career planning and placement is provided via individual advising, circulation of job announcements, and web posting of career opportunities. MPA students are encouraged to participate in CSU Career Center programming.

- **Methods to be pursued for program improvement.**

Alumni surveys and comprehensive examination results will continue to be used to identify areas needful of improvement. Faculty and administrators are also knowledgeable of innovations in their content fields and in relevant pedagogy and make curriculum changes accordingly. Dr. Dolan has participated in extensive pedagogical training delivered by USG, and Dr. Dolan, Chappell, and Dowis have been members of campus book study groups on teaching.

Examples of changes in 2007-2008 resulting from assessment include:

Review of comps instruments by instructors of core courses to insure correlation of course content and exam grading standards;

Revision of MPAC 7146, Organization Theory and Behavior, to emphasize basics in the subject, and change of instructor;

More frequent offering of MPAC 7136, Research Methods, requiring change of instructor; and

Converting topics courses to permanent offerings in General Government electives, including Policy Analysis, Urban Environment, and Changing Government Organizations.

II. B. The Quality of the Curriculum Supporting the Program.

Assessment of the strength of the evidence of program quality on this indicator:
Satisfactory.

- **Relationship between the program’s curriculum and its outcomes.**

The MPA program intended outcomes in relation to the components of its curriculum are presented in Table 1.

Table 1

INTENDED OUTCOMES	CURRICULUM COMPONENTS
Graduates will be knowledgeable of standard practices and contemporary issues associated with acquisition and use of knowledge in relation to public service.	Primary: MPAC 7136 Research Methods for Administration Secondary: all core and elective courses
. . . organization behavior, leadership, and managerial skills and techniques.	Primary: MPAC 7146 Organization Theory and Behavior Secondary: MPAC 7106 Public Administration and Policy Making, MPAC 7116 Public Personnel Administration
. . . budgeting and financial administration.	Primary: MPAC 7126 Public Budgeting and Financial Administration Secondary: MPAC 7106 Public Administration and Policy Making, MPAC 7116 Public Personnel Administration
. . . human resources administration.	Primary: MPAC 7116 Public Personnel Administration Secondary: MPAC 7156, Legal Environment of Administration, MPAC 7126 Public Budgeting and Financial Administration
. . . administrative responsibility, including relations with elected officials and the public.	Primary: MPAC 7156 Legal Environment of Administration, MPAC 7106 Public Administration and Policy Making Secondary: all other core courses
. . . ethical dimensions of the workplace and of public service	Primary: MPAC 7106 Public Administration and Policy Making Secondary: all other core courses
Graduates will have the capacity to use their knowledge effectively in analyzing problems in public service and devising solutions, with attention to ethical dimensions.	Primary: all core courses
. . . making effective decisions in interaction with a variety of stakeholders with diverse and sometimes competing interests.	Primary: MPAC 7146 Organization Theory and Behavior, MPAC 7106 Public Administration and Policy Making Secondary: all other core courses
. . . communicating with peers, superiors, elected	Primary: MPAC 7146 Organization Theory and

officials, and the public.	Behavior, MPAC 7106 Public Administration and Policy Making Secondary: all other core courses
Graduates will be knowledgeable of aspects of administration and policy related to their curricular option (General Government, Health Services Administration, or Justice Administration)	Primary: option courses

- **How technological skills are incorporated into the program of study.**

All core courses incorporate email and word processing; MPAC 7126, 7146, and 7156 require electronic searches. Technological usage is similar in elective courses.

- **How the program is relevant to student needs.**

Relevance to student needs is assessed by periodic surveys of alumni. The most recent was conducted in Fall, 2007; survey instruments with cover letters and business reply envelopes were mailed to 352 alumni completing the program in the three years from Fall, 2004 through Summer, 2007. Alumni Affairs office addresses were used. As of December 12, 2007, 19 had been returned as undeliverable and 94 completed instruments had been received, for a return rate of 28% of deliverable instruments. Tables 2, 3, and 4 present responses to multiple-choice items.

Table 2: Alumni Survey - Objectives and Satisfaction (multiple responses permitted) (N=94)

Response	Responses		"Very Satisfied"	
	N	%age	N	%age
Professional advancement	63	67%	50	79%
Professional development	54	57%	39	72%
New professional field	13	14%	7	54%
Personal development	65	69%	51	78%

Table 3: Alumni Survey - Rating Instruction and Advising; Willingness to Recommend MPA (N=94)

	N	%age
Quality of Instruction "Excellent"	70	74%
Quality of Advising "Excellent"	66	70%
Would recommend to others	92	98%

Table 4: Alumni Survey - Rating of Achievement of Intended Outcomes (N=94)

Knowledge of . . .	Excellent	Good	Fair	Poor	no response	
acquisition and use of information	60%	37%		1%	1%	1%
organization behavior, mgt.	70%	28%		1%	0%	1%
budgeting and financial admin.	51%	34%	13%		1%	1%
human resources admin.	57%	35%	5%		1%	1%
accountability	64%	29%	4%		1%	2%
ethical aspects	66%	29%	4%		0%	1%
option (Gen.Govt, HS, Justice)	64%	32%	1%		1%	2%

Ability to . . .	Excellent	Good	Fair	Poor	no response	
analyze probl. & devise solutions	67%	26%	4%	1%		2%
deal with ethical aspects	66%	26%	5%	1%		2%
make decisions interactively	67%	27%	3%	1%		2%
communicate within organization	63%	29%	5%	1%		2%
communicate w/ elected officials	50%	32%	15%	0%		3%
communicate w/ public	62%	28%	7%	1%		2%

Open-ended items:

“Are there courses in the program you would identify as particularly valuable?”

24 identified organization behavior/leadership; 18 identified legal environment; 17 each identified budgeting and personnel/human resources admin.

“What skill, ability, or perspective that you developed in the program has been the most helpful to you? Most common responses were networking (13), decision making/problem solving (13), leadership (12) and other aspects of organization behavior (12).

“What skills, abilities, or perspectives do you now need that were not provided by the program?” 66 respondents did not identify a skill, etc.; no item elicited more than 4 responses.

“Are there changes you would recommend to the program?” 62 respondents suggested no changes.

In conclusion, the alumni survey data suggest that the MPA program satisfactorily meets student needs. Additionally, the MPA program has recently added selected on-line courses and new topics courses in governmental change, policy analysis, and urban government. Conflict resolution will again be taught when a suitable instructor is located

- **How students are challenged to think across disciplines.**

Public administration, though founded in political science, also incorporates perspectives from economics, business management, psychology, and sociology, among others.

- **How diversity, multiculturalism, and international perspectives are included in the program.**

Diversity and multiculturalism are treated from several perspectives in the required core course MPAC 7116, Public Personnel Administration; legal aspects are addressed in required core course MPAC 7156, Legal Environment of Administration.

In addition to elective courses focusing on *international* perspectives (POLS 7177 National Security Policy, POLS 7197 Comparative Administration, MPAJ 7105 Comparative Criminal Justice,), most public administration courses include some transnational context and comparison. E.g. the concept of bureaucracy is European in origin, the concept of civil service is British.

- **Methods to be pursued for program improvement:**

The integration of these perspectives into required and elective courses will be maintained.

II. C. Selectivity, Academic Achievement, and Satisfaction of Students in the Program

Assessment of the strength of the evidence of program quality on this indicator: **Satisfactory.**

- **Characteristics of students in the program (i.e. test scores, overall GPA, retention rates).**

Table 5: Test Averages and Standards for Regular Admissions

Test	Standard	Average	N
GRE general verbal+quant.	800	832	187
MAT (old scoring)	44	41	226
MAT new scoring	400	391	376

Average graduate GPA = 3.73.

Retention rates: per VPAA's office data, the retention rate for the Fall 2004 cohort was 58.2% for the MPA, in comparison with an aggregate 68% rate for all master's programs. Comparable figures for the Fall 2005 cohort are 62.3% and 70.9%.

These data suggest a lack of selectivity in terms of admissions test scores, which may well be a factor in below-aggregate retention rates.

- **Student learning, satisfaction and evidence of success in meeting student needs and learning outcomes as reflected by major field assessment.**

Table 6: Major Field Assessment

Intended Outcomes	2007 Alumni Survey (n=94)	Comprehensive Exam
Criteria	80% will rate contribution of program to outcome as "Excellent" or "Good"	80% of graduation candidates will write adequate responses to test items re outcome
Graduates will be knowledgeable of standard practices and contemporary issues associated with acquisition and use of knowledge in relation to public service.	97% "Excellent" or "Good"	56% adequate responses (n=54)
. . . organization behavior, leadership, and managerial skills and techniques.	98% "Excellent" or "Good"	76% adequate responses (n=92)
. . . budgeting and financial administration.	85% "Excellent" or "Good"	58% adequate responses (n=159)
. . . human resources administration.	92% "Excellent" or "Good"	56% adequate responses (n=212)
. . . administrative responsibility, including relations with elected officials and the public.	93% "Excellent" or "Good"	86% adequate responses (n=86)
. . . ethical dimensions of the workplace and of public service	95% "Excellent" or "Good"	100% adequate responses (n=13)
Graduates will have the capacity to use their knowledge effectively in analyzing problems in public service and devising solutions, with attention to ethical dimensions.	"analyzing . . . devising:" 93% "Excellent" or "Good" "ethical aspects:" 92% "Excellent" or "Good"	NA
. . . making effective decisions in interaction with a variety of stakeholders with diverse and sometimes competing interests.	94% "Excellent" or "Good"	NA
. . . communicating with peers, superiors, elected officials, and the public.	internal communication: 92% "Excellent" or "Good" comm. w/ elected officials: 82% "Excellent" or "Good" comm. w/ public: 90% "Excellent" or "Good"	NA
Graduates will be knowledgeable of aspects of administration and policy related to their curricular option (General Government, Health Services Administration, or Justice Administration)	96% "Excellent" or "Good"	NA

- **Methods to be used for program improvement.**

Department chairs have become more involved in the admissions process, which seems to be increasing selectivity. This is not yet demonstrable quantitatively, however.

See also changes in curriculum and delivery described in item II.A. above.

II. D. The Quality of Faculty Supporting the Program

Assessment of the strength of the evidence of program quality on this indicator:
Satisfactory.

- **Adequacy of faculty and staff to support the program (locations of post-graduate training, post-graduate training, specializations, secondary fields)**

Eight of nine full-time faculty have terminal degrees, the ninth, with a JD, teaches only MPAC 7156, Legal Environment of Administration, in the program. Part-time faculty include four with terminal degrees; those without terminal degrees have lengthy records of professional service and training.

Table 7: Faculty post-graduate education

NB: At the time of this self-study, no faculty were assigned full-time to the MPA program. The following full-time faculty taught in the MPA program as part of their regular teaching load.

full-time faculty teaching one or more courses in the MPA program:

Bailey, Michael, Doctor of Public Administration (DPA), University of Alabama
 Chappell, William, PhD in Political Science, University of Alabama
 Dolan, Thomas, PhD in Political Science, Georgia State University
 Dowis, Dorinda, DPA, University of Alabama
 Johnson, Arlene, Juris Doctor (JD), University of Pittsburgh
 Norris, Terry, PhD in Sociology, Oklahoma State University
 Rainey, Archie PhD in Criminal Justice, Union for Experimenting Colleges and Universities
 Redmond, Tara, PhD in Health Administration, Central Michigan University
 Vidal, Troy, PhD in Political Science, Auburn University

part-time (Fall 2007)

Ashmore, Richard, Master of Public Administration (MPA), Columbus State University
 Ayers, Andrew, MPA, Columbus State University
 Barton, Philip, MPA, Columbus State University
 Beach, Forrest, MPA, Columbus State University
 Black, Alan, PhD in Educational Psychology, University of Georgia

Caldwell, Michael, JD, Catholic University of America
Collett, Christopher, MPA, Columbus State University
Edwards, David M., MBA, Georgia State University
House, John, PhD in Business Administration (Public Administration concentration),
Northcentral University
Houston, Larry, MPA, Columbus State University
Ingram, Robert, MS in Criminal Justice, Georgia State University
Jones, Michael, MPA, Columbus State University
Kirkbride, Thomas, MPA, Columbus State University
Latty, John, MPA, Columbus State University
Mann, Jimmie, MS in Criminal Justice, Albany State University
Mason, William, JD, Mercer University
McAfee, William, EdD, University of South Carolina
McClung, Curtis, PhD in Vocational and Career Development, Georgia State University
Moore, Valerie, Master of Science Public Health in Epidemiology, University of North
Carolina at Chapel Hill
Rothwell, Gary. DPA, University of Alabama
Stone, Ralph, JD, John Marshall Law School.
Strickland, Frank, MPA, Columbus State University
West, Lawrence, MPA, Columbus State University

- **The support provided for faculty development.**

State funds for faculty travel and registration are administered by the departments and the deans' offices. Faculty development is also a permissible use of Annual Fund moneys distributed to the same offices. Currently and in recent years capital campaign funds have been available. CSU also has a centrally-administered faculty development fund which supports major projects. Average travel funds available to full-time faculty who contribute to the MPA program is approximately \$300 per year. No travel funds are available for part-time faculty.

- **Faculty diversity and credentials.**

Of nine full-time faculty, three are women, two of whom are African American.

- **How part-time faculty are integrated into the program.**

Part-time faculty are included on mailing lists and are included in department meetings as much as their primary employment allows.

- **Methods to be pursued for program improvement.**

The Department of Political Science, the Department of Criminal Justice, and the Health Science Program request additional full-time faculty every year. Department chairs and the Program Director are constantly attentive to prospective part-time faculty with appropriate credentials.

II. E. The Quality of Facilities and Equipment Supporting the Program

Assessment of the strength of the evidence of program quality on this indicator:
Satisfactory.

- **The condition and adequacy of available space.**

Most weeknight MPA courses are conducted in general classroom space, especially in Howard Hall. Saturday and weeklong courses take place in the Command College facility. Lecture facilities are adequate in both locations; breakout rooms are adequate in the Command College facility but may not be available in Howard early in the evening.

- **The condition and adequacy of technology labs, equipment, and library resources.**

Labs are not used regularly in the MPA program. Instructional technology in lecture facilities is at least adequate, as are library resources since GALILEO and other web sources have become available.

- **Other indicators of adequacy of campus infrastructure to support the program.**

A 2002 survey conducted by Dr. Hickson, VPAA's Office, (Arts and Letters N=66) indicated 80% satisfaction with computer facilities, 79% satisfaction with the library, and 50% satisfaction with parking. 89% rated the campus as safe, 70% rated classrooms and laboratories as good or better, and 73% rated physical accessibility at the same level.

- **Methods to be pursued for program improvement.**

Maintenance needs are reported promptly per CSU policy.

II. F. The Quality of Research and Scholarship Supporting the Program.

Assessment of the strength of the evidence of program quality on this indicator:
Satisfactory.

- **How faculty involve students in research.**

Most classes include a research assignment relevant to course content. Students choosing the thesis option have a much more intensive research and writing experience. Both in thesis research and independent study research, selected students are encouraged to conduct research in support of faculty interests (e.g. the program evaluation of the Peabody Apartments HOPE VI project) or relevant to CSU's policy and practices (e.g. Ms. Kristen Bagley's research on graduate governance and recruitment).

- **How faculty research relates to the program mission.**

Faculty research contributes to current knowledge of policy, practices, and issues in areas of public administration and policy relevant to teaching. It also models the design, implementation, and application of action research to students and models service to the community.

- **Mentoring and professional development opportunities for faculty.**

New faculty in the College of Arts and Letters and the College of Science are assigned mentors within their departments. Faculty are encouraged to pursue professional development opportunities that will enhance their professional portfolios and bring innovative ideas into the classroom experience. See II.D. above on support for development activities.

- **Faculty publications, papers given, and public lectures**

Table 9: Selected recent publications, etc.

Bailey, Michael. Dissertation: CPA [Citizens' Police Academy] Attendance and the effect on citizens' responses regarding effectiveness of police service delivery, expectations, and support for community policing goals. 2005.

Paper: "Topics and issues concerning in-custody deaths." Criminal Justice Association of Georgia Annual Conference, 2004.

Chappell, William. Paper: "Interlocal Service Provision in Georgia: A Crude Assessment," Georgia Political Science Association, 2000.

Dolan, Thomas. Public lectures: One Columbus forums, Free Speech and Free Press, Immigration and Citizenship, Police Power and Civil Liberties, 2006-2007.

Paper: "Teaching Asian Political Thought to American Students," Association of Asian Studies Southeast Conference, 2003.

Publications: multiple entries, Encyclopedia of the Developing World, 2006, Encyclopedia of Modern Asia, 2002.

Dowis, Dorinda. Dissertation: Georgia Juvenile Justice Reform: The Prosecution of Children as Adults" 2003.

Papers: "Georgia Juvenile Justice Reform: The Prosecution of Children as Adults," Criminal Justice Association of Georgia Conference, 2003.

"Georgia Juvenile Justice Reform: The Prosecution of Children as Adults," Alabama Academy of Sciences Conference.

House, John. Dissertation: A Study of Army Operational Transformation Strategy: Evolutionary vs. Revolutionary Change, 2005.

Paper: Army Transformation: is it Evolutionary or Revolutionary, American Society for Public Administration annual conference, 2006.

Publication (pending): Terrorism as societal conflict resulting in response. In J. Pinkowski, ed., *The Homeland Security Handbook*, 2008.

Johnson, Arlene. Papers: "The U.S. Patriots Act in Review," Drug Enforcement Administration Annual Meeting, 2004.
"Profiling and Politics," DEA Conference, 2003.

Rothwell, Gary. Dissertation: *The Code of Silence and Whistle-blowing in Police and Civilian Public Agencies in the State of Georgia*.

Paper (with J. Norman Baldwin, University of Alabama): "The Code of Silence and Whistle-Blowing in State Public Agencies," American Society for Public Administration Conference, 2004.

Publications (with J. Norman Baldwin) "Ethical Climates and Contextual Predictors of Whistle-Blowing," *Review of Public Personnel Administration*, 2006.

(with J. Norman Baldwin) "Ethical Climate Theory, Whistle-Blowing, and the Code of Silence in Police Agencies in the State of Georgia," *Journal of Business Ethics*, 2007.

"Whistle-Blowing and the Code of Silence in Police Agencies: Policy and Structural Predictions," *Crime & Delinquency*, 2007.

"Notes for the Occasional Major Case Manager," *The FBI Law Enforcement Bulletin*, 2006.

Vidal, Troy. Dissertation: *American Civil Religion Reconsidered: A Preliminary Study into Organic and Contrived Civil Theology*, 2007.

- **Methods to be pursued for program improvement.**

Faculty research activity, including that involving students, will continue to be encouraged and rewarded via the pre-tenure review, promotion and tenure, post-tenure review, annual performance review, and award nomination procedures. Increased student academic travel funds will be sought to enable participation in national/international conferences.

II. G. The Quality of Service Supporting the Program

Assessment of the strength of the evidence of program quality on this indicator: **Satisfactory.**

- **Projects completed and outcomes which contribute to the program, department, college, institution, community and/or the region.**

Evaluation of the Peabody Apartments HOPE VI project for the Housing Authority of Columbus, Georgia; a baseline report and three annual interim reports have been completed and a final report is due in 2008. (Dr. Dowis, Dr. Chappell)

Delivery (by the Command College) of servant leadership and diversity training for all law enforcement and corrections officers of the Columbus Consolidated Government.

(Dr. Rainey, Professor Latty)

CSU P.O.S.S.E. (Promoting Outstanding Student-centered, Standards-based Assessment) and Academy for Learning through Performance Standards and Assessment (Dr. Dolan)

Bylaws revision consequent to the merger of the West Central Georgia Regional Hospital (WCGRH) Advisory Board and the WCGRH Foundation board. (Dr. Chappell)

Chancellor's Advisory Committee on Conflict Resolution (Dr. Norris)

National Incident Management System training (Dr. Dowis, Dr. Bailey)

Roundtable on racial profiling, Georgia Narcotics Officers Association, 2003 (Professor Johnson)

- **Methods to be pursued for program improvement.**

Faculty service will continue to be encouraged and rewarded via the pre-tenure review, promotion and tenure, post-tenure review, annual performance review, and award nomination procedures.

II. H. Program Honors & Awards

Assessment of the strength of the evidence of program quality on this indicator:
Satisfactory.

- **Identify the formal honors, awards, high rankings, citations of excellence, accreditations, positive external reviews, etc. that this program has received over the last seven years.**

None, other than institutional SACS reaccreditation.

- **If program accreditation is available but has not been attained at CSU, explain why.**

The relevant accrediting organization is the National Association of Schools of Public Affairs and Administration (NASPAA). Its STANDARDS FOR PROFESSIONAL MASTERS DEGREE PROGRAMS IN PUBLIC AFFAIRS, POLICY, ADMINISTRATION provide in part:

5.1 Faculty Nucleus. There must be a faculty nucleus that accepts primary responsibility for the professional graduate program. This regular faculty should consist of a sufficient number of full-time faculty significantly involved with the program to support the set of teaching, research and service responsibilities appropriate to the size and structure of the program. In no case should this faculty nucleus be fewer than five (5) full-time persons.

Until recently, this was interpreted to require no fewer than five full-time faculty who taught at least 50% of load in MPA courses. Given the substantial administrative assignments of

Drs. Norris, Rainey, and Chappell and the demands of undergraduate teaching on other faculty, achieving the faculty nucleus did not seem feasible. More recently NASPAA officials have indicated willingness to interpret Standard 5.1 more liberally.

II. I. Exceptional Achievements and Honors of the Program’s Students, Graduates, & Faculty

Assessment of the strength of the evidence of program quality on this indicator:
Satisfactory.

- **Identify the exceptional achievements and honors received by the program’s students, graduates, and faculty over the past five years which reflect on the quality of the program.**

Dr. Rainey received the Governor’s Public Safety Award for “outstanding contribution” to his profession, 2007.

Dr. Dowis was named Educator of the Year in 2007; Prof. Johnson was a finalist. Dr. Dolan was a finalist in 2002 and 2004. Dr. Bailey was a nominee in 2006.

MPA alumni earning the Doctor of Public Administration degree include Dr. Bailey, Dr. Dowis, Dr. Rothwell, all on CSU faculty, Dr. Murray Widener, Troy State, and Dr. Thomas Knight, U.S. Army. Dr. Kathy Carlisle, CSU administration, earned the PhD, Auburn University. Admissions to doctoral programs include Mr. John Lester, DPA program, Valdosta State University, Ms. Kelly Binion, PhD program, Auburn University, Mr. Robert Bunting, PhD program, Northcentral University.

II. J. General Success of the Program’s Graduates

Assessment of the strength of the evidence of program quality on this indicator:
Satisfactory

- **Report the results of the department’s assessments of the general success of the program’s graduates such as licensure or certification rates, job offers, job placement statistics, average salaries, subsequent career advancement, test scores, admissions to post-baccalaureate programs, etc.**

Table 10: Alumni Survey - Objectives and Satisfaction (multiple responses permitted) (N=94)

Response	Responses		"Very Satisfied"	
	N	%age	N	%age
Professional advancement	63	67%	50	79%
Professional development	54	57%	39	72%
New professional field	13	14%	7	54%
Personal development	65	69%	51	78%

II. K. Stakeholder Satisfaction with the Program

Assessment of the strength of the evidence of program quality on this indicator:

Satisfactory

- **Results of surveys of students, alumni, employers, community partners, etc. concerning their satisfaction with the quality of the program and its learning experiences and any program improvements initiated as a function of such feedback over time.**

Alumni satisfaction with the contribution of the degree to advancement, professional development, and entry into new professional fields indicates that the MPA is well regarded by current and prospective new employers.

- **Effectiveness of the program's use of a community advisory board.**

The program has not used a community advisory board, primarily because constant informal contact with employers, mid-career students, adjunct faculty, and, in the case of the Command College, the Georgia Association of Chiefs of Police has served a similar function. Formalization probably would be advisable and will be considered.

II. L. Program's Responsiveness to Change & Improvement

Assessment of the strength of the evidence of program quality on this indicator:

Satisfactory.

- **The most significant examples of improvements made in the program over the last seven years in response to changing conditions, new external requirements, and/or departmental assessment initiatives.**

Health Services Administration advising and scheduling was temporarily reassigned to the director of the MPA program because of limited faculty capacity in the College of Science. These responsibilities have now been returned to the Health Science Program in the College of Science. The MPA director and the director of the Health Science Program have agreed to work toward conversion of the Health Services Administration option of the MPA program to a free-standing degree program.

The collaborative program with the Gerontology Certificate was discontinued when the certificate was deactivated because of lack of student demand.

Courses offered in the Command College program are regularly calibrated to the needs of the law enforcement profession as indicated by the Georgia Association of Chiefs of Police and the needs of specific agencies. Examples include critical incident command and administration of interagency task forces.

Assessment of electives available to General Government students resulted in addition of conventional courses in policy process and labor relations and online courses in governmental change, urban government, and policy analysis.

- **How frequently the program’s faculty is engaged in program assessment activities, comprehensive program evaluations, and fine tuning of the program and its requirements.**

Annual major field assessment evaluates intended learning outcomes in terms of comprehensive examination results and alumni survey results. The current comprehensive program review is the first such undertaken by the MPA program. . Faculty are informed of assessment results and consulted on program changes by the director.

III. Summary Findings of the Program’s Overall Productivity

This set of indicators is divided about equally between Above Average and Satisfactory ratings. The volume of enrollments and graduates is above average in comparison to others in the institution and the University System but more qualitative indicators, such as graduation rate, are undistinguished.

III. A. Enrollment of Students in the Program

Assessment of the strength of the evidence of program productivity on this indicator:
Above Average

- **Analyze and interpret the numbers of majors enrolled in the program and the enrollment trends of these majors over the past five years.**

The three years’ data provided by the VPAA office show steady enrollment around 340 per year.

- **For undergraduate programs . . . not applicable.**
- **For graduate programs, compare the strength of the numbers and enrollment trends for this program with the enrollments and trends of in [sic] other graduate programs at CSU.**

In terms of 3-year average enrollment, the MPA program at 43% of the CSU total is the institution’s largest master’s program.

- **Methods to be pursued for program improvement.**

Given the shift toward greater selectivity in admissions and resources available to the program, increased enrollment is neither a likely “improvement” or a highly desirable one.

III. B. Annual Degree Productivity of the Program

Assessment of the strength of the evidence of program productivity on this indicator:
Above Average.

- **Analyze and interpret the numbers of degrees granted annually (fiscal year) by this program and the trends of the program's degree productivity over the past five years.**

The number of graduates has fluctuated between 93 and 136 per year, but seems stable and substantially productive at that level.

- **Compare the strength of the degree productivity of this program with the productivity of other programs at CSU.**

In 2005-2006 MPA degrees conferred accounted for 49% of the graduate total, and for 43% in 2006-2007, in both years greater productivity than any other CSU graduate program.

- **Methods to be pursued for program improvement.**

Improvement in the number of degrees granted does not seem to be called for. *Graduation rate*, addressed below, seems to be a more strategic factor.

III. C. Program Completion Efficiency and Graduation Rate

Assessment of the strength of the evidence of program productivity on this indicator:
Satisfactory

- **Analyze and interpret the program's graduation rate.**

The rate for the 2002 cohort is 66.7%, slightly above the aggregate master's program rate of 60.5%. That of the 2003 cohort is 52.4%, slightly below the aggregate of 54.4%.

- **Compare the program's graduation rate with those of the other programs at CSU and offer possible explanations for this program's unusually high or low graduation rate if applicable. (Note: Graduation rates for undergraduate and graduate programs are calculated differently. Data and method of calculation will be provided by VPAA office.)**

The MPA rate is tied for 7th highest among 20 programs for the 2002 cohort and ranks 10th for the 2003 cohort. It approximates the median and thus is neither unusually high nor low.

- **Methods to be pursued for program improvement.**

While satisfactory comparatively, the MPA graduation rate has room for improvement, which will result, it is to be hoped, from increased selectivity in admissions noted above.

III. D. Efficiency & Clarity of the Program's Course Requirements

Assessment of the strength of the evidence of program productivity on this indicator:
Satisfactory

- **Analyze the published course requirements for program completion in terms of the simplicity and efficiency of the program's curricular design and the degree to which program requirements are communicated clearly and effectively.**

The course requirements are published on p. 201 of the **2007-2008 Catalog**, under the Department of Political Science. Given the multidisciplinary nature of the program, this may cause confusion for prospective students interested in Justice Administration and Health Services Administration. The presentation is clear, except for the description of the thesis option, which should note the prerequisite structure of MPAC 7136 (Research Methods) – MPAC 7137 (Project Design) – MPAC 7999 (Thesis).

- **Comment on the ease with which majors understand and successfully navigate through the required curriculum for program completion.**

Most MPA students advise themselves quite successfully; no MPA student's graduation has ever been delayed by a failure of advising or course availability.

- **Methods to be pursued for program improvement.**

The first problem above can be addressed by an improved index reference, the second by revision of the course requirements page.

III. E. Frequency and Sequencing of Course Offering Required for Program Completion.

Assessment of the strength of the evidence of program productivity on this indicator:
Above Average

- **Analyze and interpret the scheduling and enrollment history of courses required for program completion, giving particular focus to the regularity, frequency, and sequencing of course offerings required for program completion.**

As the table below shows, core courses are offered at least once a year in each of the major scheduling formats used in the MPA program (Monday-Thursday evenings,

Saturdays, and weeklong Command College sections), with substantial enrollments in each.

Table 11: Core Sections and Enrollments 2005-2006 and 2006-2007

course	Monday - Thursday		Saturdays		Weeklong-Comd Col	
	sections	avg. enr.	sections	avg. enr.	sections	avg. enr.
MPAC 7106	3	25.3	4	13	6	21.8
MPAC 7116	2	25.0	3	18.7	9	18.2
MPAC 7126	2	24.0	2	25.5	9	18.1
MPAC 7136	2	12.0	4	23.3	9	18.0
MPAC 7146	2	25.0	3	20.3	0*	NA
MPAC 7156	4	24.3	2	20.5	9	17.9

*JADM 5105 substitutes; 10 sections, average enrollment = 19.2

- **Methods to be pursued for program improvement.**

Frequency of offerings and section sizes do not seem to call for improvement.

III. F. Enrollment in the Program's Required Courses

Assessment of the strength of the evidence of program productivity on this indicator:
Above Average

- **Analyze and interpret the strength of the enrollments in the courses required for program completion.**

See item III. E. above.

- **Comment on differences between core and elective course enrollments as well as differences among courses required for optional tracks or concentrations.**

As table 12 below reflects, enrollments in elective courses are lower than those of required courses but still substantial.

Table 12

Electives	Fall 2005		Spring 2006		Summer 2006	
	sections	avg. enr	sections	avg. enr	sections	avg. enr
Gen Govt (Mon.- Thurs)	2	9.5	1	21	1	18
Health Svcs (Mon- Thurs)	2	11.5	2	13.5	1	14
Justice Adm (Mon- Thurs)	2	13	2	19.5	2	4.5
Justice Adm. - Saturday	3	11	2	14.5	2	6

Justice Adm - weeklong	23	13	23	10.5	19	8.5
	Fall 2006		Spring 2007		Summer 2007	
	sections	avg. enr	sections	avg. enr	sections	avg. enr
Gen Govt (Mon.- Thurs)	2	17.5	2	14.0	1	18.0
Health Svcs (Mon- Thurs)	2	22.0	2	20.0	2	10.5
Justice Adm (Mon- Thurs)	2	18.0	2	22.5	1	6
Justice Adm. - Saturday	2	9.5	1	11.0	2	9
Justice Adm - weeklong	24	7.9	28	10.3	13	10.2
	Totals					
	sections	avg. enr				
Gen Govt (Mon.- Thurs)	9	15.4				
Health Svcs (Mon- Thurs)	11	15.4				
Justice Adm (Mon- Thurs)	11	14.6				
Justice Adm. - Saturday	12	10.2				
Justice Adm - weeklong	130	10.1				

- **Identify any required courses that are dropped from the schedule of classes frequently due to low enrollment and which majors must complete through approved substitutions or directed studies.**

No required courses have been cancelled due to low enrollment.

- **Methods to be pursued for program improvement.**

Enrollments seem appropriate for graduate instruction; there seems to be no need for improvement in this regard.

III. G. Diversity of the Program's Majors and Graduates

Assessment of the strength of the evidence of program productivity on this indicator:
Satisfactory.

- **Analyze and interpret the gender, ethnicity, nationality, and age of the majors and graduates in the program.**

Per three-year average, MPA enrollment was 43% female, compared to 57% for all CSU graduate students in 2006-2007. Enrollment for the same periods was 62% white, 33% African-American for the MPA program and 67% white, 26% African-American for all CSU graduate students. (Graduates of the MPA program were 65% white and 33% African-American.) Average age for MPA students was 39.2, compared to 36.5 for all CSU graduate students.

- **Comment on the program's success and distinctiveness in enrolling and graduating a diverse mix of students.**

The MPA program seems relatively successful in terms of ethnic diversity, both in enrollment and graduates, and age perhaps less so in terms of gender.

- **Methods to be pursued for program improvement.**

No major improvements seem called for at present.

III. H. Cost-Effectiveness of Instructional Delivery in the Program's Home Department

Assessment of the strength of the evidence of program productivity on this indicator:
Above Average.

- **Contrast the instructional cost-effectiveness of this program's home department with others at CSU.**

Using data provided by the VPAA's office, the MPA program's cost per credit hour for 2006-2007 is \$66, 37% of CSU's cost per credit hour of \$180. For the same year, the cost per MPA major is \$1,213, compared to the CSU cost per headcount of \$3,925, a ratio of 31%.

- **List the principal factors that cause this program's home department to appear to be unusually cost-effective (i.e. have a low ratio of instructional expenses per weighted credit hour of instruction) or to appear to be unusually costly (i.e. have a high cost per credit hour).**

It is assumed that the high usage (and low pay) of part-time faculty, especially on Saturdays and in Command College courses, contributes to relatively low cost.

- **Comment on the degree to which this program contributes to or detracts from the cost-effectiveness of the department.**

Given the relatively low costs cited above, it is assumed that the MPA program does not detract from the cost-effectiveness of the Department of Political Science.

- **Methods to be pursued for program improvement.**

Lower part-time use and higher part-time pay would seem to contribute to program improvement qualitatively but would yield higher cost figures.

III. I. Program's Responsiveness to State Needs and Employer Demand for Program Graduates

Assessment of the strength of the evidence of program productivity on this indicator:
Satisfactory

- **Comment on the demand for graduates of this program, followed by an assessment of the program's success in responding productively to such need and demand.**

Alumni survey data presented above suggest stable demand for the "regular" (Monday-Thursday evening) program. Demand from client agencies for more Command College slots have been addressed by adding cohorts and distant locations.

- **List the factors that limit the program's ability to be more productive and responsive to these needs and demands.**

Classroom space limits the number of sections that can be offered simultaneously on campus but offerings at off-campus sites have addressed this limited satisfactorily. Qualified instructors for some courses, notably budgeting, are limited in supply.

- **Methods to be pursued for program improvement.**

Continued close liaison with client agencies should allow satisfaction of demand for Command College offerings.

III. J. Position of the Program's Annual Degree Productivity among Comparable USG Programs.

Assessment of the strength of the evidence of program productivity on this indicator:
Above Average.

- **Identify the ranking of this program relative to comparable programs in the University System of Georgia (or region or nation) in terms of the number of degrees granted annually.**

In terms of the number of MPA degrees granted annually, CSU is the most productive of USG institutions of its type.

- **Methods to be pursued for program improvement.**

Improvement on this criterion does not seem to be necessary.

III. K. This Program's Contribution to Achieving CSU's Mission

Assessment of the strength of the evidence of program productivity on this indicator:
Satisfactory.

- **List the substantive contributions this program makes to the achievement of CSU's published statement of institutional mission.**

By preparing graduates for administrative and staff positions in government agencies, health organizations, and not-for-profit organizations and thereby contributing to the quality of public services, the MPA program promotes "educational, economic, social and cultural growth in Georgia and beyond."

- **Methods to be pursued for program improvement.**

Continuous attention to student and other stakeholder needs, and to the quality of instruction.

IV. Conclusion about the Program's Viability at CSU.

Repeat the conclusion about the program's viability at CSU as reported in the executive summary and cite any additional detailed analyses, interpretations, or rationale that support this summary judgment.

The volume of enrollments and graduations, in combination with low costs, clearly indicate continued viability. Improvements in quality are both possible and desirable without negative effects on quantitative indicators.

V. Program Improvement Plan

Highlight the department's plans, priorities, and timetable for improving the program's quality and productivity if the program is judged to be viable.

Continuing

Calibrating comprehensive examination items to core course content
Increasing admissions selectivity and thereby improving retention and graduation rates.

Current academic year

Assessing NASPAA accreditation status.
Requesting full-time faculty positions.

Next two academic years

Repeat alumni survey.
Assess conversion of Health Services Administration option into free standing degree.
Increase student academic travel funds to support participation in national/international conferences.
Increase on-line course offerings.

VI. Summary Recommendation

Highlight the department's recommendation, rationale, plans and timetable for expanding, maintaining, reducing or consolidating/discontinuing the program.

The MPA program should be maintained in the quantitative sense and improved qualitatively. Key elements in doing so will be to pursue NASPAA accreditation, improve admissions selectivity, and increase full-time faculty.