

Comprehensive Program Review
Instructions, Reporting Vehicle, and Definitions

Reporting Vehicle

Institution: Columbus State University
 Academic Program Name: Masters of Public Administration
 CIP Code: 45999901
 College or School and Department: Department of Political Science
 Current Date: July 12, 2017
 Date of Last Internal Review: January, 2009
 Outcome of Previous Program Review (brief narrative statement):

In the 2009 CPR, The Masters of Public Administration (MPA) program rated above average in the quality of teaching based on alumni surveys, faculty participation in teaching improvement efforts, and honors and awards to faculty. Recommendations included pursuing accreditation in the Network of Schools of Public Policy, Affairs, and Administration (NASPAA), adding full-time faculty, improving selectivity into the program, and increasing enrollment, retention and graduation rates. Currently, the MPA program is one of the largest graduate degree programs at CSU and seeking national accreditation. There is a strong connection to Fort Benning in the MCCC (Military Captains Career Course). The program has existing tracks in Government, Healthcare, and Justice. The program expanded by adding tracks in Environment, Campaigns, and Urban Policy.

Student Input- Graduate Programs	AY 2013	AY 2014	AY 2015
Average Graduate and/or Undergraduate GPA admitted and enrolled. Also, indicate the number of students reported (Total N).	3.18 (N) 83	3.19 (N) 51	3.17 (N) 48
Standardized Test Scores (if applicable), for graduate programs --- GREV and GREQ Also, indicate the number of students reporting scores for the test(s) (Total N):	141/144	150/146	144/142
Student Output – Graduate Programs	AY 2013	AY 2014	AY 2015
Graduating Major or stand-alone degree GPA scores <i>Cumulative Graduation GPA:</i> Indicate the number of students reported (Total N).	3.80 148	3.73 39	3.70 45

Institutional Indicators of Quality- Student Output (campus determined). Outcomes on Comprehensive Exams

Graduate first time success rate on comprehensive exams increased from 55% to 80%. The reason for this increase is attributed to the Capstone experience, which provides the opportunity for students to experience a series of practice exams.

Faculty	AY 2013	AY 2014	AY 2015
Graduate programs: Total amount of sponsored research funding awarded for the academic year	n/a	n/a	n/a
Graduate programs: Other External funds for program support. Provide the total amount for the academic year.	n/a	n/a	n/a
Graduate programs: Number of peer-reviewed publications for the academic year.	2010-2017 Edited books – 2 Peer Reviewed Articles – 3		
Undergraduate or Graduate programs: Number of faculty research fellowships awarded in the academic year.	1	0	0
Faculty Outputs – Faculty Awards and Service Faculty Awards Best Writer Award Bill Chappel Graduate Faculty Award Best Teacher of the University Award Service Commitment Current programs have addressed national, state and local debates. Co-sponsored “A March to Selma” Participated in President’s Day in Plains, Georgia. Faculty have participated in the Diversity Planning Day. Faculty also speak at the Library lecture series. Faculty participate in the Hallock Lecture series which is popular among students and is co-sponsored by the department of political science. Faculty serve on the College Personnel Committee and post tenure committee. Some faculty work directly with the media and appear on local television. Some faculty write op-ed pieces for the Ledger Enquirer. One faculty member serves on the board for the River Valley Regional Commission. One faculty member serves as a mediator for the local courts.			

Curricular Alignment and Currency to the Discipline as well as Workforce/Occupational Need and Demand

Narrative Section: Describe additional details as deemed appropriate (*the box is expandable*).

The Master of Public Administration (MPA) is the degree for students with professional goals related to public service in areas such as government agencies, health organizations, justice administration/law enforcement as well as not-for-profit organizations, and the private sector. The mission of the MPA Program at Columbus State University is to provide professional education and leadership skills for effective, efficient, and responsive public service necessary for individuals preparing for or currently serving in public service careers. The program structure is designed to accommodate students currently employed in the public sector as well as students seeking entry-level positions by offering classes in the evenings, on-line, as well as on Saturdays.

There is a strong correlation between student needs and societal demands. Government sector and other state and local entities have a need for graduate students who have a sound fundamental set of analytic skills. The MPA program trains students in this area.

The MPA curriculum is consistent with national programs. It is a 36-credit based program. Students take 21 core credits including a 3-credit capstone class. The remaining 15 credits are satisfied through one of the available tracks. Students must pass a comprehensive exam to receive the degree. Students must also graduate with a 3.0.

Columbus State University's MPA program offers curricular tracks in:

- Environmental Policy, which focuses on state and national efforts dealing with the environment and natural resources;
- Government Administration, a generalist track which can also be tailored to students' specific needs;
- Health Service Administration, which is especially suited to students who move from providing services directly to supervisory and programmatic responsibilities;
- Justice Administration, which focuses on professionals in law enforcement, corrections, and related fields.

Indicators of Measures of Viability:			
<i>Internal Demand for the Program</i>	AY 2013	AY 2014	AY 2015
Number of students who completed an application to the program (if an applicable process is in place)- Institution determines the milestone for reporting purposes (e.g. point in time formal applications are reviewed and acceptances are granted)	136	135	134
Number of students who are admitted to the program --- Institution determines the milestone for reporting purposes (e.g., formal admittance to a degree program)	82	58	58
Number of students in the degree program --- Institution determines the milestone for reporting purposes *99 in Fall 2016	154	165	130
Standard Faculty Workload for the degree program (example: 3/3, 4/3, etc.)	4/4	4/4	4/4
Number of Full-Time faculty teaching in the program	5	4	6
Number of Part-Time faculty teaching in the program	8	10	5

Indicators of Measures of Productivity:			
<i>Time to Degree</i>	AY 2013	AY 2014	AY 2015
Graduate student time to degree (average, in years) graduating in the academic year.	2.91	2.46	2.57
Number of degrees awarded in the program for the academic year. *The drop in AY 2014 and 2015 can be attributed to MPA and MPSA splitting.	148	39	45

Provost/VPAA Categorical Summation:

Check any of the following to categorically describe action(s) the institution will take concerning this program.

- **Program MEETS Institution's Criteria**

Program is critical to the institutional mission and will be retained.

Program is critical to the institutional mission and is growing or a high demand field and thus will be enhanced.

- **Program DOES NOT MEET Institution's Criteria**

Program will be placed on a monitoring status.

Program will undergo substantive curricular revisions.

Program will be deactivated.

Program will be voluntarily terminated.

Other (identify/add text): _____

Contextual Closing Narrative: In the space provided below (*and can be expanded*), provide a summative narrative concerning the academic program. The final statement, among other points, includes information concerning the academic program's achievements, benchmarks of progress, and areas of distinction, challenges, and aspirations, in addition to plans for action. Please share how comprehensive program review results were used for continuous improvement. The closing statement also is an opportunity to highlight shifting trends and market forces that might impact program demand (1,500 word limit).

The MPA program still produces the largest number of comparable USG institutions. It has consistently been a leader in generating MPA graduates. The program has recently expanded with three additional tracks. Each track is designed to broader candidate appeal and distinguish the program. The Department of Political Science has experienced turn-over in faculty and leadership to include the chair position and college dean. Through this turn-over, the department continues to provide a curriculum and a degree that attracts student enrollment. Currently, the program is being restructured to achieve national accreditation.

Program Improvement Plan

1. Achieve national accreditation - National Association of Schools of Public Affairs and Administration (NASPAA).
2. Increase enrollment in the program by collaborating with Enrollment Services.
3. Increase internship opportunities for students enrolled in the program.
4. Increase faculty engagement in scholarship and research (e.g. peer-reviewed journal articles, books, monographs, etc.)
5. Develop assessment measures to evaluate student learning outcomes.
6. Increase funding opportunities for professional development by working with the Office of Sponsored Programs.
7. Develop a systematic structure that balances students' needs with course delivery methods (online and face-to-face).
8. Increase job placement opportunities for students at the national level.
9. Evaluate the program's new tracks to include the following measurements: enrollment, RPG, and course offerings per track.

Provost/VPAA Signature and Date: Inia Butler 7/14/17

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Provost/VPAA's Designee Signature and Date: _____