

Grambling State University - Master of Public Administration - Grambling State University--Master of Public Administration (MPA) 2010-2011 Self Study

Entered: 8/31/2011 by Rose Harris
Updated: 9/1/2011 by Rose Harris

Program Fact Sheet

Self Study Title

Grambling State University--Master of Public Administration (MPA) 2010-2011 Self Study

Self Study Year

09/01/2011

Title of degree

MPAdministration

Geographic Arrangement Program Delivery

Main Campus

Overarching Program Emphasis: Check all that apply

Public Administration, Public Policy, Public Management, State or Provincial

Program Student Population Emphasis: Use pull down menu

Other

Program Placement Emphasis

State, provincial or regional government in the same country as the program

Number of students in degree program

104

Ratio of FTE Faculty to FTE Students

1:5

Number of Semester Credit Hours Required to Complete the Program

45

List of Specializations

Human Resource Management

Health Services Administration

Public Management

State & Local Government

List of Specializations

Human Resource Management
Health Services Administration
Public Management
State & Local Government

Mission Statement

The mission of the Master of Public Administration program is to prepare individuals from diverse and multicultural backgrounds for administrative careers in federal, state, and local government services and other public and non-profit organizations.

One Universal Competency

To Lead and Manage in Public Governance

Grambling State University - Master of Public Administration - Grambling State University--Master of Public Administration (MPA) 2010-2011 Self Study

Entered: by
Updated: 9/1/2011 by Sarah Dennis

Standard 1. Managing the Program Strategically

Standard 1.1 Mission Statement: the Program will have a statement of mission that guides performance expectations and their evaluation, including:

- **its purpose and public service values, given the program's particular emphasis on public affairs, administration, and policy**
- **the population of students, employers, and professionals the Program intends to serve, and**
- **the contributions it intends to produce to advance the knowledge, research, and practice of public affairs, administration, and policy.**

Self-Study Instructions:

In section 1.1 the program should provide its mission statement and describe how the mission statement influences decision-making and connects participants' actions (such as how the Program identified its mission-based performance outcomes), describe the process used to develop the mission statement, including the role of stakeholders such as students, graduates, and employers and describe how and to whom the mission statement is disseminated. In preparing its self-study report (SSR), the Program should:

Provide Comments on Program History:

Provide comments on program history (300-600 words) focusing on why the program was originally created, how the program has evolved and any distinctive character of the program.

1.1.1: Why was the program originally created and how has it evolved since then?

The Master of Public Administration (MPA) program at Grambling State University was established in 1986 as a result of the 1981 Louisiana Consent Decree Program (LCDP). As described in the Urban League Review (1987-88), the Consent Decree Program was a federally imposed program intended to correct racial segregation and gross resource distribution inequities in the state's system of higher education. One focus of the LCDP was the mandatory enhancement of Black institutions of higher education through various channels, such as the development of graduate programs at HBCUs. The MPA Program was one of several graduate programs developed at Grambling State University as a result of the Consent Decree Program.

Since its inception, the MPA program has been housed within the Department of Political Science. However, in 1994, the department was renamed the Department of Political Science and Public Administration and is currently one of fifteen units in the College of Arts and Sciences. The MPA program began with only two faculty positions. Today, there are five full-time members, three of whom are tenured and two of whom are on tenure track.

The MPA program experienced steady growth in enrollment during its formative years. In 1986 the program started with 15 full-time students and over the years enrollment increased to 70 full-time students in the late 1990s, and 134 full-time students in 2004-2005. As a result of new admission requirements, increased tuition cost and financial aid challenges for applicants, the program saw a moderate decrease in student enrollment during the period 2007-2009. However, in the last two years, as a result of stringent follow-up in the processing of new applicants, the program is experiencing a modest and steady increase in the number of applicants and the number of students admitted. Currently, there are 104 students enrolled in the MPA program.

The program remains the only MPA program in North Louisiana and one of only three accredited programs in the state.

One of the newest developments for the program is the university's partnership agreement with the Bossier Parish Community College (BPCC), in Bossier City, Louisiana, which is located about sixty-mile west of Grambling, LA. This agreement will allow Public Administration graduate students in that area to enroll in courses on the BPCC campus. MPA Faculty and students will have access to classrooms, instructional support equipment, office space and meeting rooms on the BPCC campus. The MPA Faculty and staff expect program growth as a result of this agreement. As stated by Dr. Pogue (GSU's President), "This historic agreement creates access to higher education for a large number of students to pursue a degree and an opportunity for a better life", which solidifies the university's mission and the MPA program's mission.

1.1.2 - 1.1.5

Provide Program Mission

Use the text boxes below to provide the program mission statement and how the program reflects public service values.

1.1.2 Provide the Current Program Mission Statement and the date it was adopted. (Limit 500 words)

The current mission of the Master of Public Administration Program is “to prepare individuals from diverse and multicultural backgrounds for administrative careers in federal, state, and local government services and other public and non-profit organizations.”

The mission of the Master of Public Administration Program reflects and supports the overall mission of Grambling State University. As “a comprehensive, historically-black, public institution,” the mission of Grambling State University is to “offer a broad spectrum of undergraduate and graduate programs of study. Through... its graduate school, which has a decidedly professional focus, the university embraces its founding principle of educational opportunity. With a commitment to the education of minorities in American society, the university seeks to reflect in all of its programs the diversity present in the world.”

Thus, the Grambling State University MPA Program prepares “minorities in American society” and “individuals from diverse and multicultural backgrounds” for professional careers in public administration.

The Master of Public Administration Program seeks to accomplish its mission by:

- Providing students with the theoretical, methodological, analytical and quantitative knowledge, skills and values needed in public administration and service;
- Recruiting and providing pre-service and in-service professionals in Louisiana and other parts of the country with the opportunity to upgrade their public management skills and administrative training;
- Providing students with a “hands-on” opportunity to apply theoretical knowledge in a “real world” professional environment;
- Emphasizing the importance of diversity, ethics, efficiency and a commitment to service as necessary public service values in the policy-making process and public leadership

In an effort to achieve our mission, a major change in the curriculum occurred during the 2007 and 2008 NASPAA Site Visits when universal courses reflecting the program’s public service values and other learning competencies were integrated into the core curriculum. These courses included: PA 512 – Policy Formation, Implementation and Evaluation; PA 519 – Information Technology for Public Management; and PA 560 – Ethics and Leadership in Public Administration. The inclusion of these courses in the universal curriculum insured that all of our students would receive an understanding of the policy-making process, learn how to manage information through current technology, and embrace the value of ethical behavior in public leadership.

The current mission was adopted in 2005.

1.1.3: Attach the URL for the program mission statement

www.gram.edu/academics/majors/artsandsciences/departments/poli.science/mpa

1.1.4 Describe the processes used to develop the mission-statement, how the mission statement influences decision-making, and how and to whom the program disseminates its mission. (Unlimited)

In 2005, a committee consisting of the entire MPA faculty and two-three student representatives met on several occasions to: review the current mission; discuss their vision for the program; re-evaluate potential target clientele ;discuss how the mission statement can be improved to better serve targeted students and to evaluate processes and procedures to ensure that target clientele is being properly served From these discussions a draft of the mission was written and reviewed by the faculty, students and university administrators.

The mission statement guides every aspect of the Master of Public Administration Program. All policies and procedures; curriculum development; and hiring of faculty are based on the mission of the program. The mission statement is posted throughout the department, in the program's brochures and admission packet, and on the programs's web page .

1.1.5 Describe the public service values that are reflected in your Program's mission. (limit 250 words)

The Mission Statement of Grambling State University states the purpose and mission of the university in these terms: “Grambling State is a comprehensive, historically-black, public institution that offers a broad spectrum of undergraduate and graduate programs of study. ...[T]hrough its graduate school, which has a decidedly professional focus, the university embraces its founding principle of educational opportunity. With a commitment to the education of minorities in American society, the university seeks to reflect in all of its programs the diversity present in the world. ...The university prepares its graduates to compete and succeed in careers related to its programs of study, to contribute to the advancement of knowledge, and to lead productive lives as informed citizens in a democratic society. ...Grambling fosters in its students a commitment to service and to the improvement in the quality of life for all persons.”

The Mission of the Master of Public Administration Program reflects and supports the overall mission and values of Grambling State University. It is clear from the mission of Grambling State University that as an institution we value diversity and are "committed to the education of minorities in American society." Moreover, the mission of our university emphasizes a "commitment to [public] service," efficiency and ethical behavior through the "prepar[ation] of graduates... who can live as informed citizens in a democratic society."

In “prepar[ing] individuals from diverse and multicultural backgrounds for administrative careers in federal, state, and local government services and other public and non-profit organizations,” the MPA Program emphasizes the public values of diversity, ethical behavior, efficiency, and a commitment to public service.

With its emphasis on “prepar[ing] individuals from diverse and multicultural backgrounds,” Grambling State University’s MPA Program understands the need to develop public leaders who respect and appreciate a diverse global workforce and citizenry. Our students also understand the value of diversity in terms of the many approaches, methodologies and theoretical perspectives one may employ in formulating, implementing and evaluating policy.

As a second public service value, our MPA Program also instills in students a respect for ethical behavior in public service. By underscoring the importance of honesty, impartiality, and transparency in decision-making through course work, our students view integrity as an essential component of public leadership.

Similarly, the principle of using and distributing public resources efficiently is emphasized. By understanding the public budgeting process and the complex environment in which public decisions are made, our students value efficiency through planning, evaluation and the delivery of public resources.

Finally, the MPA Program values commitment to public service. The principles of democracy require an informed and knowledgeable citizenry who participates in choosing its leaders and are committed to serving the public for the betterment of society as a whole. We produce both the informed citizen and the public servant committed serving society as a whole.

The MPA Program at Grambling State University views the values of diversity, ethical behavior, efficiency, and a commitment to public service, as a necessary part of the “preparation” we provide to “individuals from diverse and multicultural backgrounds [who seek] administrative careers in federal, state, and local government services and other public and non-profit organizations.” Each of these public values is reflected in our Program’s Mission and the University’s Mission.

1.1.6

Describe Program Use of Stakeholders in Mission Development

To what degree have the following stakeholders been involved in the processes used to review and/or develop the current mission statement?

	Frequency of Involvement	Type of Involvement (check all that apply)
Students	Annually	Advisory in latter stages of mission review and development
Alumni or Alumni Board	every 2-3 years	Advisory in latter stages of mission review and development
Advisory Board	every 2-3 years	Advisory in latter stages of mission review and development
Employers	every 2-3 years	Advisory in latter stages of mission review and development
University Administration	Annually	Able to initiate a mission review and development, Advisory in early stages of mission review and development, Advisory in latter stages of mission review and development
Faculty	Annually	Approval of mission, Able to initiate a mission review and development, Advisory in early stages of mission review and development, Advisory in latter stages of mission review and development
Members from other University Colleges/Schools	never	-
Other	never	-

Standard 1.2

Standard 1.2 Performance Expectations: The Program will establish observable program goals, objectives, and outcomes, including expectations for student learning, consistent with its mission.

Self-Study Instructions:

Please identify the major PROGRAM goals as they are related to your program's mission within the categories specified below. Be certain that at least a subset of these program goals identify the public service values identified in 1.1.5

1.2.1 Please link your program goals to your mission's Purpose and Public Service Values

The mission of the Master of Public Administration Program is “to prepare individuals from diverse and multicultural backgrounds for administrative careers in federal, state, and local government services and other public and non-profit organizations.”

The Master of Public Administration Program seeks to accomplish its mission by:

- Providing students with the theoretical, methodological, analytical and quantitative knowledge, skills and values needed in public administration and service;
- Recruiting and providing pre-service and in-service professionals in Louisiana and other parts of the country with the opportunity to upgrade their public management skills and administrative training;
- Providing students with a “hands-on” opportunity to apply theoretical knowledge in a “real world” professional environment;
- Emphasizing the importance of diversity, ethics, efficiency and a commitment to service as necessary public service values in the policy-making process and public leadership

Students who graduate from the Program will have mastered a defined set of learning outcomes. Specifically,

1. MPA students will demonstrate knowledge of the historical and theoretical development of the field of public administration.
2. MPA students will demonstrate knowledge of the policy-making process including formulating, implementing and evaluation policy.
3. MPA students will be able to think analytically, critically, and communicate effectively in both written and verbal forms.
4. MPA students will demonstrate knowledge of various leadership styles and develop administrative skills for strong leadership.

The values of diversity, ethical behavior, efficiency and a commitment to public service undergird our mission of preparing students for administrative careers. Likewise, the specific learning outcomes are geared toward producing public administrators who possess both the knowledge and the skills to succeed in public service. We believe that the mission of our program, our goals and the specific set of learning outcomes work together to prepare our students.

1.2.2 Please link your program goals to your mission's population of students, employers, and professionals the Program intends to serve.

As our program mission is “to prepare individuals from diverse and multicultural backgrounds for administrative careers in federal, state, and local government services and other public and non-profit organizations,” we do so within the context of being “a comprehensive, historically-black, public institution’ which is “committed to the education of minorities in American society.” Hence, our student population reflects our university’s historical origins and our programmatic commitment to global diversity. We believe that this part of our mission, which is also a public value, is also an integral part of the preparation our students receive.

1.2.3 Please link your program goals to the contributions your program intends to produce to advance the knowledge, research and practice of public affairs, administration, and policy related to your mission.

The goals of the MPA program are to:

- Provide students with the theoretical, methodological, analytical and quantitative knowledge, skills and values needed in public administration and service;
- Recruit and provide pre-service and in-service professionals in Louisiana and other parts of the country with the opportunity to upgrade their public management skills and administrative training;
- Provide students with a “hands-on” opportunity to apply theoretical knowledge in a “real world” professional environment;
- Emphasize the importance of diversity, ethics, efficiency and a commitment to service as necessary public service values in the policy-making process and public leadership

These goals, along with a specific set of learning outcomes, are designed to help us accomplish our mission of “prepar[ing] individuals from diverse and multicultural backgrounds for administrative careers in federal, state, and local government services and other public and non-profit organizations.” Such individuals contribute to the practice of public administration through innovative leadership and a commitment to public service.

Standard 1.3

Standard 1.3 Program Evaluation: The Program will collect, apply, and report information about its performance and its operations to guide the evolution of the Program's mission and the Program's design and continuous improvement with respect to standards two through seven.

Strategic management activities should generate documents and data that are valuable to the Program and to the profession. All processes for defining its mission and strategy, and all processes for collecting and assessing information to evaluate progress toward achieving the program's objectives, should be described in this section.

Self-Study Instructions:

Analysis of information generated by these strategic processes that explain changes in the program's mission and strategy should be reported in this section. Analysis of information generated by these processes for the purpose of assessing and improving the program's performance with respect to serving students, student learning, and faculty performance should appear in sections pertaining to Standards 5-7. Programs are strongly encouraged to use logic models to summarize and interrelate these aspects of the assessment process. [If a program uses a logic model it can be uploaded at the bottom of the page of the Standard] In sum, the processes for collecting the data relevant to all standards should be described in section 1, but the analysis and resulting actions should appear in relevant sections for standards describing operations. In section 1.3, the program should:

For those goals identified in 1.2, describe what program performance outcomes have been achieved in the last 5 years that most reflect the program mission and describe how the program enhances the community it seeks to serve.

1.3.1 Please link your program performance outcomes to your mission's Purpose and Public Service Values

Please see attached Table 1.3.1 Program Evaluation

1.3.2 Please link your program performance outcomes to your mission's population of students, employers, and professionals the program intends to serve.

As our program's mission is “to prepare individuals from diverse and multicultural backgrounds for administrative careers in federal, state, and local government services and other public and non-profit organizations,” we do so within the context of being “a comprehensive, historically-black, public institution’ which is “committed to the education of minorities in American society.” Hence, our student population reflects our university’s historical origins and our programmatic commitment to global diversity. We believe that this part of our mission, which is also a public value, is also an integral part of the preparation our students receive.

1.3.3 Please link your program performance outcomes to the contributions your program intends to produce to advance the knowledge, research and practice of public affairs, administration, and policy related to your mission.

In order to accomplish the The program employs well-qualified faculty who are academically trained or have the professional expertise in the appropriate policy areas. Students who graduate from the program, advance the practice of public administration by applying learned knowledge and producing “new knowledge” through the practice of public administration in their public service careers.

Standard 1.3.4

1.3.4 Describe ongoing assessment processes and how the results of the assessments are incorporated into program operations to improve student learning, faculty productivity, and graduate's careers. (Limit 500 words)

Assessment consists of reviewing comprehensive exam results, and results of exit interviews. Comprehensive Exam results are reviewed at the end of the Comprehensive Exam process by the faculty as a whole. The results guide our decision-making in terms of exam preparation, question construction, teaching and specific course learning outcomes. For example, low Comprehensive Examination passage rates prompted the department to sponsor a six-week intense Preparation Workshop. This increased the passage rate and the quality of the exams. Top maintain the Comprehensive Exam passage rate, the department offered a course specifically designed to assist MPA students in studying and reviewing information. The department also developed digitized study materials for students. Individual faculty members also review their course learning outcomes. In addition, the department participates in the university-wide annual Assessment of departmental goals and objectives.

Additional Information

**Attach any additional relevant information
as a document here** [View File](#)

**TABLE 1.3
PROGRAM EVALUATION**

Mission	Goals	Specific Learning/Performance Outcomes	Public Values
<p>The mission of the Master of Public Administration Program is “to prepare individuals from diverse and multicultural backgrounds for administrative careers in federal, state, and local government services and other public and non-profit organizations.”</p>	<p>The Master of Public Administration Program seeks to accomplish its mission by:</p> <ul style="list-style-type: none"> •Providing students with the theoretical, methodological, analytical and quantitative knowledge, skills and values needed in public administration and service; •Recruiting and providing pre-service and in-service professionals in Louisiana and other parts of the country with the opportunity to upgrade their public management skills and administrative training; •Providing students with a “hands-on” opportunity to apply theoretical knowledge in a “real world” professional environment; •Emphasizing the importance of diversity, ethics, efficiency and a commitment to service as necessary public service values in the policy-making process and public leadership 	<ol style="list-style-type: none"> 1. MPA students will demonstrate knowledge of the historical and theoretical development of the field of public administration. 2. MPA students will demonstrate knowledge of the policy-making process including formulating, implementing and evaluation policy. 3. MPA students will be able to think analytically, critically, and communicate effectively in both written and verbal forms. 4. MPA students will demonstrate knowledge of various leadership styles and develop administrative skills for strong leadership. 	<p>The MPA Program emphasizes the public values of diversity, ethical behavior, efficiency, and a commitment to public service.</p>

Grambling State University - Master of Public Administration - Grambling State University--Master of Public Administration (MPA) 2010-2011 Self Study

Entered: by
Updated: 9/1/2011 by Rose Harris

Standard 2.1 Administrative Capacity: The program will have an administrative infrastructure appropriate for its mission, goals and objectives in all delivery modalities employed.

Self-Study Instructions: In preparing its SSR, the program should indicate:

Organizational Relationship of the Program to the Institution

located in a political science department

Mode of Program Delivery

Classroom only

2.1.1 Define program delivery characteristics. If the program has multiple forms of delivery, please identify how the following elements are differentiated: curriculum, curriculum design, degree expectations, expected competencies, governance, students and faculty. (Unlimited)

The MPA Program at Grambling State University is delivered thru in class instruction only. The curriculum, which consist of core course and concentration courses, is usually completed within four semesters. The culminating experience is the administrative internship which is in off-campus, “hands –on” practical work experience.

2.1.2 Who is/are the administrator(s) and describe the role and decision making authority (s)he/they have in the governance of the program. (Limit 500 words)

The MPA program is currently under the direction of the Department of Political Science and Public Administration Chair. The chair oversees the program and ensures that the mission and standards are followed. The departmental chair reports to the Dean of the College of Arts & Sciences who is under the direction of the Provost of Academic Affairs. The MPA Program is supported by an administrative staff person, the Administrative Support for Academic Programs.

2.1.3 Describe how the governance arrangements support the mission of the program and matches the program delivery. (Limit 250 words) Programs may upload an organizational chart if helpful in describing their university or college governance structures.

Responsibility for program decisions and planning are discussed and implemented by the MPA faculty and the Chair of Political and Public Administration, who oversees the program. Policies often confronted by the faculty include admission requirements, recruitment policies, strategic planning, curriculum development, course scheduling, teaching assignments, refining the mission statement, etc. Frequency of MPA faculty meetings is often dictated by needs of the program, with more meetings when pressing and urgent matters are facing the program and less meetings during slower times or down times. Over all, the committee meets several times during each semester.

The Chair of the Department of Political Science and Public Administration is charged with day- to- day administrative oversight of the program and manages the department's budget which also covers spending for the MPA program.

Also, the Chair conducts the following functions, evaluation of faculty and staff performances, monitor resource allocation, oversees teaching activities and peer evaluation, including the development of faculty and students.

2.2.2

2.2.2: Provide an assessment of program determining influence in the following areas:

	Score	Who Participates (check all that apply)
Program and Policy Planning	High	Nucleus Faculty, Program Director
Establishing Degree Requirements	High	Dean or Higher Authority, Nucleus Faculty, Program Director
Making and implementing recommendations regarding admission of students setting quota		
Making and implementing recommendations regarding admission of students setting quota		

High	Nucleus Faculty, Program Director	
Advising Students	High	Nucleus Faculty, Program Director
Specifying Curriculum and Learning Outcomes	High	Nucleus Faculty, Program Director
Evaluating Student Performance and Awarding Degrees	High	Dean or Higher Authority, Nucleus Faculty, Program Director
Appointing, Promoting Faculty	High	Dean or Higher Authority, Program Director
Participating in defining and assuring faculty performance	High	Dean or Higher Authority, Program Director
Additional Information		
Attach any additional relevant information as a document here		View File

Grambling State University - Master of Public Administration - Grambling State University--Master of Public Administration (MPA) 2010-2011 Self Study - Self Study Standard 3

Entered: by
Updated: 9/1/2011 by Sarah Dennis

Standard 3 Matching Operations with the Mission: Faculty Performance

Standard 3.1 Faculty Qualifications: The program's faculty members will be academically or professionally qualified to pursue the program's mission.

Self-Study Instructions:

The purpose of this section is to answer the question "Does the program demonstrate quality through its decisions to hire appropriately trained and credentialed faculty that are both current and qualified? While the use of practitioners with significant experience may be warranted, the extent of their use within the program must be mission driven. This section also addresses how faculty qualifications match coverage of core and program competencies and, by extension, program courses.

3.1.2

Provide your program's policy for academically and professionally qualified faculty and the mission based rationale for the extent of use of professionally qualified faculty in your program. If you have any faculty members who are neither academically nor professionally qualified, please justify their extent of use in your program. Please see the glossary for definitions of academically and professionally qualified. (Limit 500 words)

Tenured and untenured faculty who teach in the MPA program must be members of the Graduate Faculty. A Ph.D. and recent experience related to the teaching field are required to attain Graduate Faculty status. Membership on the Graduate Faculty is granted for only three years. After three years, faculty members must submit an application to the Graduate School to renew their status. Successful applicants. for graduate faculty status, demonstrate professional activity within the three years preceding their application. In those rare instances when the MPA program may use an adjunct instructor, that person must be academically qualified, professionally qualified, or both. To be professionally qualified, a individual must have substantial work experience relate to the course being taught.

3.1.4

Provide the percentage of courses in each category that are taught by academically and/or professionally qualified faculty in the self-study year.

	Academically Qualified	Professionally Qualified	Full Time	Part Time
All Courses	100%	0%	100%	0%
Required Courses	100%	0%	100%	0%

3.1.5

Describe the steps and strategies the program uses to support faculty in their efforts to remain current in the field. (Limit 500 words)

The University, the Department of Political Science and Public Administration, and the MPA program always encourage faculty members efforts to stay current in the fields they teach. MPA faculty members discover that the MPA program always allows special duty leave to attend conferences relevant to academic work. The college's Title III Office makes every ever possible to connect faculty members wishing to travel for professional purposes with the funds they need. Funding for one professional travel per year has been a longstanding goal of Grambling State University's Title III Office. Junior faculty attempting to secure tenure and promotion have been given preference for Title III funds.

Several strategies exist among our faculty to enhance their academic abilities in their field. Besides attending academic conferences, some faculty have public service involvements of their own. The practical knowledge about public service these provide is valuable in teaching MPA courses. Another strategy for staying current is working with students on various projects. This idea cause the faculty member to follow all the issues that pertain to the group activity and is excellent in keeping faculty current. These several strategies that keep faculty members current valuably assists the program accomplish the goals presented in the mission statement.

Standard 3.2

3.2 Faculty Diversity: The Program will promote diversity and a climate of inclusiveness through its recruitment and retention of faculty members.

Self-Study Instructions

The purpose of this section is to demonstrate that the program is modeling public service values as they relate to faculty diversity. Programs should be able to demonstrate that they understand the importance of providing students access to faculty with diverse views and experience so they are better able to understand and serve their clients and citizens.

3.2.1

Strategies used in recruitment (check all that apply)

Advertisement includes statement welcoming diverse applicants consistent within legal and institutional environment, Advertisement is placed in publications and on listservs that serve diverse audiences, Advertisement is sent to schools with concentrations of diverse graduate students, Phone calls or recruitment letters made to women and minorities known by program faculty to encourage application, Faculty, administrators, women, and professional staff of color to help uncover the available pool., Job announcements are sent to diversity related caucuses in ASPA, APPAM, APSA, and other organizations relevant to the position, Evaluation criteria are used to create an inclusive pool of candidates, Minority and female faculty have an opportunity to meet with other minority and female faculty informally during the interview process, A female or minority is included on the search committee, Documentation on why candidates are excluded from interview is required

Specify

Whenever an academic position becomes available in the MPA program, advertisements are placed in the Chronicle of Higher and PublicServiceCareers.org. every effort is made to reach potential applicants of all ethnic and racial orientations. Similarly, advertisements are designed to track both male and female applicants. The processor duty applications the the MPA program uses encourages a fair assessment of applicants on merit principles. Hiring practices in the past have successfully connected with applicants who have excellent academic backgrounds, aptitude, and ability in MPA instruction. We are confident that future MPA hirings will follow similar procedures.

Our MPA Program has had a diverse multicultural faculty throughout the program's existence. The diversity on our faculty is one of our programs greatest strengths when achieving the program's mission is the objective. Our program objective would like to see more multiculturalism in the public sector. The faculty the MPA program has is instrumental in achieving the mission objective of a diverse public sector. Our students learn from the MPA faculty to expect multiculturalism as the norm in public service.

Strategies used in retention (check all that apply)

There is a new faculty orientation that provides information on the promotion and tenure process, New faculty are provided information about employee resource groups and contact numbers for the chair or facilitator., New faculty members are introduced to the teaching and learning center or a master teacher for assistance in course development.

Specify

New faculty members are encouraged to communicate with existing faculty members about the courses they teach. The collegiality that the MPA program employs with major decision making welcomes new faculty members from their first semester. Our MPA program succeeds in welcoming new individuals to the process of graduate education by encouraging them to participate in all departmental proceedings. New faculty members meet regularly with the program director to discuss their progress vis a vis the tenure and promotion process. Issues and needs new faculty members have can be discussed with department chair and with other faculty members. Socialization of new faculty is maintained through office gatherings; on campus activities and meetings with students.

Other strategies used to assure students are exposed to diverse experiences

Use of guest lecturers

3.2.3

Complete the faculty diversity table for all faculty teaching in the program (with respect to the legal and institutional context in which the program operates):

**Does the legal and institutional context of the
program preclude collection of diversity data? No**

3.2.3a

U.S. Based

	full time male	full time female	part time male	part time female	total
Black or African American, non-Hispanic	2	1	0	0	3
American Indian or Alaska Native, non- Hispanic/Latino	0	0	0	0	0
Asian, non Hispanic/Latino	1	0	0	0	1
Native Hawaiian or other Pacific Islander, non Hispanic / Latino	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0
White, non- Hispanic/Latino	1	0	0	0	0
Two or more races, non Hispanic / Latino	0	0	0	0	0
Nonresident alien	0	0	0	0	0
Race or Ethnicity Unknown	0	0	0	0	0
Total	4	1	0	0	5
Disabled	0	0	0	0	0

3.2.3c

Describe how your current faculty diversity efforts support the program mission? How are you assuring that the faculty bring diverse perspectives to the curriculum? (Limit 500 words)

The diversity procedures used by the MPA program are designed to be consistent with the mission statement. Diversity is seen as an important prerequisite in education for public service. Faculty members include persons of diverse ethnic and racial backgrounds. Recruitment of new students has, also, attempted to introduce diversity into our MPA student body.

In future efforts both in faculty and student recruitment the MPA program is committed to making the maximum effort to locate persons of diverse ethnic and racial backgrounds to be included among our faculty and students. Our belief is that the diversity that exists in our MPA program is an essential element of MPA instruction. Our course content, current issue symposia, and departmental discussion dimension all support issues related to diversity. Included in our diversity orientation are, but not limited to, age, family marital status, sexual orientation, and socio-economic status. Course content includes all the legal aspects of managing diversity in the workplace including anti-discrimination laws and affirmative action.

3.2.4

3.2.4 Current Faculty Diversity Efforts

Describe how the diversity of the faculty has changed in the past 5 years. (Limit 250 words)

Our MPA program faculty has approximately the same diversity that existed on the MPA faculty five years ago. Five years ago, the MPA faculty have one black a professor, to Arab professors, an Asian professor, and a white professor. During academic year 2010-2011, in MPA courses were taught by three black professors, one Asian professor, and one Caucasian professor. With regard to sex, the MPA program is becoming more diverse. Five years ago all the MPA faculty were men. To in academic year 2010-2011, the MPA faculty was comprised of four men and one woman.

The MPA program advertises position openings with PublicServiceCareers.Org and the Chronicle of Higher Education. Every effort is made to reach potential applications of all ethnic and racial orientations. Similarly advertisements are designed to attract both male and female applicants. The process of reviewing applications that the MPA Program uses encourages a fair assessment of applicants of merit principles. Hiring practices in the past have successfully connected with applicants who have excellent academic backgrounds, aptitude, and ability at MPA instruction. We are confident that future MPA hirings will follow approximately the same procedures.

Standard 3.3 Research, Scholarship, and Service

3.3 Research, Scholarship and Service: Program faculty members will produce scholarship and engage in professional and community service activities outside of the university appropriate to the program's mission, stage of their careers, and the expectations of their university.

Self Study Instructions

In this section, the program must demonstrate that the nucleus faculty members are making contributions to the field and community consistent with the program mission. The object is not to detail every activity of individual faculty, rather to highlight for each nucleus faculty member **one** exemplary activity that has occurred in the last three academic years (this could be research, scholarship, community service or some other contribution to the field).

Describe the expectations the program has for faculty in terms of research, scholarship, community services, and other contributions in the promotion and tenure process and how these expectations relate to program mission and demonstrate a commitment to public service.

3.3.1

The MPA program as the expectation that faculty members are continuously involved with research and writing that pertains to the courses that they teach. All faculty members who teach graduate courses must be members of the Graduate Faculty. Graduate Faculty status is granted only for three years. At the conclusion of that three years, graduate faculty members must reapply. Applications for reaffirmed Graduate Faculty status depend upon faculty members be actively involved in academic activities related to the fields they teach. Attendance at professional meetings, presentation of academic works at these meetings, and publications are recognized as signifying continuing academic develops in teaching fields sufficient to renew Graduate Faculty status. Relevant public service can also be considered in renewing Graduate Faculty status.

3.3.3

List some significant outcomes related to these exemplary efforts

Provide some overall significant outcomes or impacts on public administration and policy related to these exemplary efforts. (Limit 500 words)

The MPA faculty members have excellent credentials in research and scholarship. Each MPA faculty member have pursued their own formula for academic and service success. Table 3.3 presents each faculty member's personal assessment of their own exemplary efforts.. All of the MPA faculty have pursued productive ideas for improving their contributions to the MPA program. The diversity and seriousness of these ideas is an excellent indication of the quality of instruction found in Gramblng State University's MPA program.

Additional Information

Attach any additional relevant information as a document here [View File](#)

Grambling State University - Master of Public Administration - Grambling State University--Master of Public Administration (MPA) 2010-2011 Self Study

Entered: by
Updated: 9/1/2011 by Sarah Dennis

Standard 4 Matching Operations with the Mission: Serving Students Self-Study Instructions

In preparing its Self-Study Report (SSR), the program should bear in mind how recruitment, admissions, and student services reflect and support the mission of the program. The program will be expected to address and document how its recruitment practices (media, means, targets, resources, etc.); its admission practices (criteria, standards, policies, implementation, and exceptions); and student support services (advising, internship support, career counseling, etc.) are in accordance with, and support, the mission of the program.

4.1 Student Recruitment: The Program will have student recruitment practices appropriate for its mission.

Self-Study Instructions;

In this section of the SSR, the program shall demonstrate how its recruitment efforts are consistent with the program's mission.

Describe the program's recruiting efforts. How do these recruiting efforts reflect your program's mission? Demonstrate that your program communicates the cost of attaining the degree. (Limit 250 words)

As stated in the MPA PROGRAM'S MISSION – the program prepares individuals from diverse and multicultural backgrounds for administrative careers in federal, state and local government services and other public and non-profit organizations.

In an effort to to serve the program's targeted student clientele, various methods are utilized in recruiting students for the MPA Program. Both the School of Graduate Studies and the Master of Public Administration Program are involved in recruitment efforts for the program.

The School of Graduate Studies and Research focuses its recruitment toward 4-year accredited colleges in Louisiana, east Texas, Mississippi, and Arkansas. It also emphasizes the importance of graduate study in the GSU undergraduate programs.

Specific recruitment tools utilized by the MPA program are, broadcast and print media; the program's web site; and published pamphlets that are distributed throughout North Louisiana and the surrounding areas. Potential students are also recruited from a pool of current undergraduate students.

Specific methods utilized in recruiting students are: immediate and constant responses to inquiries from potential students; Radio announcements of sponsored programs; participation in career and college fairs, faculty and student participation at workshops and conferences.

A large portion of in-service applicants are university personnel. The program recruitment efforts for this category of students are mainly directed toward local and regional agencies and graduates of GSU and other local universities. We also solicit assistance from the advisory board members and local and regional agencies in recruiting in-service professionals.

A new agreement recently signed with the Bossier Parish Community College is expected to boost the enrollment of in-service professionals in the program and should result in an increase of other race applicants, as a result of the MPA program's presence on the Bossier Parish campus.

Information Regarding Cost of Attaining the Degree:

Prospective students can access tuition and fees information for each current semester on the GSU web site. This information is accessible by clicking on prospective student, then clicking on tuition and fees. Also stated in the program's Admission Packet is an estimate cost for attaining the degree and notice that the cost is subject to adjustments/changes based on unforeseen economic changes and administrative mandates.

4.1.2a Program Recruitment

Please fill out this table describing your program's applicant pool for the self-study year and the previous academic year. (Combine applicants across a given year into one pool for each year.) Applicants with one year or less of professional work experience are considered "pre-service."

	Self study year minus 1	Self study year
Full-Time	22	37
Part-Time	0	0

4.1.2b Program Recruitment

	Self study year minus 1	Self study year
In-Service	6	9
Pre-Service	16	28
Other	0	0

4.1.3

4.1.3 Applicant Pool and Mission

In addition to the above, please provide any applicant pool characteristics you think are appropriate that reflect your recruitment practices in relation to your mission. (Limit 250 words)

A majority of students who apply to the MPA program are graduates of Grambling State University. Many applicants (from various age groups, educational backgrounds, geographical areas and professional or non-professional levels) complete their undergraduate degree at GSU and decide to pursue the graduate degree while physically located in the Grambling area. A description of these students generally mirrors the basic applicant pool characteristics described in the University's mission and in the MPA program's mission (individuals from diverse and multicultural backgrounds, who are interested in pursuing careers with public and/or non-profit organizations). Our applicant pool has proven to be diverse in regards to the undergraduate discipline of our applicants, with students coming from various undergraduate programs. These students are recruited via the School of Graduate Studies, by current students and inquiries to the department.

The applicant pool also includes in-service professionals seeking to (as stated in the mission statement) upgrade their management skills and administrative training. In the last few years we have recruited practitioners who work for local, state and federal agencies. These applicants are recruited via the School of Graduate Studies, former and current students and departmental efforts.

Standard 4.2 Student Admissions

4.2 Student Admissions: The Program will have and apply well-defined admission criteria appropriate for its mission.

Self-Study Instructions

In this section of the SSR, the admission policies, criteria, and standards should be explicitly and clearly stated, and linked to the program mission. Any differences in admission criteria and standards for in-service and pre-service students, gender-based considerations, ethnicity or any other "discriminating" criteria should be presented and explained, vis-a-vis the program mission.

4.2.1a Admissions Criteria and Mission

How do your admission polices reflect your program mission? (Limit 250 words)

Individuals interested in pursuing administrative careers in the public sector and with non-profit organizations; and/or individuals who are employed in the public or not for profit sector and are interested in upgrading their management skills must demonstrate a commitment to matriculating in the program by completing each step in the admission process; and may be admitted to the MPA program after meeting the following criteria:

Admission into the MPA Program is a two-fold process. First the applicant must apply for admission to the School of Graduate Studies and Research. Those applying for admission to the School of Graduate Studies and the MPA Program, must adhere to university regulations covering such policies as General Admission into the Graduate School, Admission to Candidacy, English Proficiency, Fees, Expenses and Refunds, Probation, Appeals, and Suspensions, Residency Requirements, Statue of Limitations, Grade Point Average and any other related area of graduate study and/or any additional polices set forth by the Department of Political Science and Public Administration.

Once accepted into the School of Graduate Studies & Research, a separate application must be completed and submitted to the Master of Public Administration (MPA) Program. Acceptance into the School of Graduate Studies and Research is not an automatic acceptance into the MPA Program. Similarly, the completion and submission of all application material for the MPA Program does not guarantee acceptance.

Regular admission into the MPA Program requires the following: acceptance in the School of Graduate Studies; a bachelor’s degree from a regionally accredited college or university in Government, Political Science, or Public Administration; a 3.0 overall cumulative grade point average on a 4.0 scale; submission of GRE/GMAT scores; submission of three (3) completed recommendation forms and three (3) letters of recommendation (two of which must be from faculty members with whom the student has taken classes).

Also required is a completed MPA Application Form and an Application Essay (“Statement of Purpose for Graduate School”). Note: see additional admissions information at www.gram.edu/academics/majors/artsandsciences/departments/poli-science/mpa

4.2.1b

Please fill out the following table:

4.2.1b Admissions Criteria (check all that apply)

Bachelor's Degree (or equivalent)

Prescribed Undergraduate Majors

Specify

Bachelors degree in Government, Political Science/Public Administration - all other majors acceptable for conditional admission

Minimum GPA

Specify

3.0 regular admission; 2.9 - 2.5 conditional admission

Standardized Test Scores (specify minimum acceptable scores, if applicable)

GRE

GRE Qualitative

GRE Quantitative

GMAT

LSAT

TOEFL

Other

Resume

Required years of professional experience

Specific types of experience

Letters of Recommendation

Number

3 required

Professional Referral(s)

Unique/Mission-based Criteria

Essay or Writing Sample

Statement of Intent

Interview

4.2.1c

In the box below, discuss any exceptions to the above admissions criteria, such as

"conditional" or "probationary" admissions, "mid-career" admissions, etc. and how these help support the program's mission. Also address whether or not there are "alternate" paths for being admitted to the program, outside of these admissions criteria, and describe what those alternative admission opportunities are. (Limit 500 words)

4.2.1c Exceptions to Admissions Criteria

In fulfilling our mission to prepare individuals from diverse and multicultural backgrounds for administrative careers in the federal, state and local government, our goal is to ensure that individuals who may desire to work in the field but lack the educational background in the area are afforded an opportunity to pursue the MPA degree. Therefore, in addition to “regular admission”, we offer the following admission categories:

Students who do not hold a Bachelor’s degree in Government, Political Science, or Public Administration may be considered for admission into the MPA Program on a “conditional basis”. Such students, if accepted, will be required to complete (during their first semester of enrollment) PA 505-Proseminar in American Government/Public Policy (a conditional course); PA 523-Graduate Writing Workshop, and PA 500-Principles of Public Administration (core courses).

Conditional admission may also be granted to students with GPA’s between 2.9 and 2.5. Coursework for students admitted in this category is limited to six specific hours (PA 505 and PA 523).

4.2.2a(1)

4.2.2a Enumerate full, conditional, or probationary admissions to the program, using the table below, for the self-study year and the previous academic year.

	Admits Self-Study Year Minus 1	Admits Self Study Year
Full Admission of Full Time Students	2	4
Conditional Admission of Full Time Students	20	33
Full Admission of Part Time Students	0	0
Conditional Admission of Part Time Students	0	0

4.2.2a(2)

	Admits Self-Study Year Minus 1	Admits Self Study Year
Full Admission of In-Service Students	0	1
Conditional Admission of In-Service Students	6	8
Full Admissions of Pre-Service Students	1	0
Conditional Admission of Pre-Service Students	15	28
Other	0	0

4.2.2b(1)

4.2.2b - Please enter the number of students admitted, who actually enrolled in the program, during the Self study year and the previous academic year.

	Enrolled Students Self Study Year Minus 1	Enrolled Students Self Study Year
Full Enrollment of Full Time Students	1	4
Conditional Enrollment of Full Time Students	13	25
Full Enrollment of Part Time Students	0	0
Conditional Enrollment of Part Time Students	0	0

4.2.2b(2)

	Enrolled Students Self Study Year Minus 1	Enrolled Students Self Study Year
Full Enrollment of In-Service Students	0	1
Conditional Enrollment of In-Service Students	5	7
Full Enrollment of Pre-Service Students	1	0
Conditional Enrollment of Pre-Service Students	8	21
Other	0	0

4.2.3

4.2.3 Admitted/Enrolled Students and Mission

Given the described applicant pool, discuss how the pool of admitted students and enrolled students reflects the program mission. (Limit 250 words)

As described in the mission statement, the applicants who were admitted and who actually enrolled in the MPA Program, represents individuals from multicultural backgrounds and individuals who are full-time employees of local - public and not-for-profit agencies. Many of the in-service applicants/enrollees were employed full-time in positions which required a high level of confidentiality and ethical standards. Additionally, over 65% of the applicants in the self-study year and 50% of the applicants in the previous year entered the program with above average GPAs ranging from 4.0 - 3.02. This group of students represented (as well as those with GPAs between 2.99 and lower) a pool of students capable of engaging in critical thinking activities and possessing the skills and abilities to apply knowledge of their chosen concentration, the public policy process and the field of public administration as a whole.

Students admitted/enrolled during both the self-study year and the previous year represent the following countries: the United States, Turkey, Trinidad and Tobago, Kenya, China, Dominica, St. Lucia, Canada, and Thailand.

The student enrolled with the highest GPA in the self-study year (Ulric Joseph, a native of St. Lucia) held a 4.0 undergraduate GPA majoring in Computer Information Systems. The student enrolled with the highest GPA in the previous year (Karneshia Brumant, a native of the Dominica) held a 3.92 undergraduate GPA majoring in Management.

In-service and pre-service students represent positions in mid-level management and are employed in the healthcare field; higher education; local, state and federal government; and social/public programs. Examples of in-service students enrolled in the program are: Koshaneke Gilbert - an attorney practicing in Shreveport, LA; Doris Qualls - an accountant in the Auditor's Office here at GSU; Jackie Woodford - employed with the Federal Housing Administration in Minden, LA; and Carolyn Robinson -

Standard 4.3 Support for Students

Standard 4.3 Support for Students: The program will ensure the availability of support services, such as curriculum advising, internship placement and supervision, career counseling, and job placement assistance to enable students to succeed or advance in careers in public affairs, administration, and policy.

Self-Study Instructions

In this section of the SSR, the program should describe, discuss, and document its services provided to incoming, current, and continuing students in the program, as well as provide some indication of the success of these services. The SSR should explicitly link the types of services provided with the program mission.

4.3.1 Academic Standards and Enforcement

In the box below, describe how the program's academic continuance and graduation standards are communicated to the students (current and prospective), as well as monitored and enforced. (Limit 250 words)

In an effort to insure that all students (both in-service & pre-service; U. S. residents & International students) are well informed and properly guided throughout their matriculation in the program, the following services are provided:

All students interested in the MPA program receive a packet entitled "MPA Admissions Guidelines and Application Form", which contains all of the pertinent information needed for the admissions process.

Students are assigned advisors at the time of acceptance into the program. They are required to meet with their advisor at least twice per semester to complete/evaluate the plan of study (curriculum guide) and to be advised/receive their alternate pin number, before registration. Advisors provide conference hours during the morning and evening hours to facilitate pre-service and in-service students.

During the fall semester an orientation workshop is held for both incoming and current students. At the workshop, the faculty is introduced to the students and every aspect of the program is discussed. Faculty members share words of encouragement and advice to students; deadlines are emphasized; and on some occasions individuals from other departments within the university, such as financial aid, graduate studies and the career placement center are invited to participate in the workshop.

Each semester, students applying to take the comprehensive exam are required to attend a Comprehensive Exam Workshop. At the workshop students are provided information related to eligibility requirements; scheduling; preparation; format and procedures; and evaluation of the examination. Advisors are available to provide additional guidance to students as they prepare to take the comprehensive exam.

4.3.2 Support Systems and Special Assistance

In the box below, describe the support systems and mechanisms in place to assist students who are falling behind in the program, need special assistance, or might be considered 'exceptional' cases under advising system described above. (Limit 250 words)

In some special situations, and/or when needed, faculty members may provide additional work that will assist students with their written and oral communication skills, (e.g. vocabulary list, written and oral evaluations, special workshops focusing on research and statistics).

As students prepare for the comprehensive exam special workshops have been held to assist with strategies utilized in taking the exam

4.3.3

4.3.3a Below, using the SSY-5 cohort, indicate the cohort's initial enrollment numbers, how many of those enrolled graduated within the program design length, and within 150% and 200% of program design length. Note that the numbers in each successive column are cumulative, meaning that the number of students in the column for 200% of degree length should include the

numbers of students from the 150% column, plus those that graduated within 150-200% of program length.

	Initially Enrolled	Graduated 100% of Degree Program Length	Graduated in 150% of Degree Program Length	Graduated in 200% of Degree Program Length
Number of Full-Time Students in the SSY-5 Cohort	18	13	3	5
Number of Part-Time Students in the SSY-5 Cohort	0	0	0	0
Total Number of Students in the SSY-5 Cohort	18	13	3	5

4.3.3b Completion Rate additional information / explain

Use the text box below the table to provide any additional information/explanation of these numbers (to include such issues as FT/PT, Pre-Service vs. In-Service or other limitations that impede progress towards graduation). (Limit 250 words)

A few students have experienced a delay in graduation due to personal work schedules; change in part-time versus full time enrollment; economic reasons; and health issues

4.3.4

4.3.4 Career counseling and professional development services

Describe career counseling, job search, professional development, and career support services, personnel, and activities. (Limit 250 words)

Students are encouraged to attend local internship forums and career/job fairs sponsored by the career placement center. Students are also encouraged to attend presentations by practitioners in the field who can assist students in career choices. When provided, student's resumes are forwarded to potential internship placements and to practitioners in the field. Job announcements are posted in the department weekly on a designated "Job Opportunities" board. Students have been provided workshops geared toward career goals; resume writing; the application process; proper interview and career attire; interview strategies and do's and don'ts in the workplace, presented by the Career Placement Center and MPA alumni.

In the PA 500 – Principles course students are required to participate in a Public Service Project – volunteering at a public or not-for-profit agency/organization. Each student must document their involvement/work with the agency/organization in a Public Service Binder , to include:

- a.) a schedule of activities (when and where did the you serve; what service did the you provide, specifically)
- b.) identification of stakeholders (sponsors of program/service and beneficiaries); how were the

4.3.4 Career Counseling and Professional Development Services

Students are encouraged to attend local internship forums and career/job fairs sponsored by the career placement center. Students are also encouraged to attend presentations by practitioners in the field who can assist students in career choices. When provided, student's resumes are forwarded to potential internship placements and to practitioners in the field. Job announcements are posted in the department weekly on a designated "Job Opportunities" board. Students have been provided workshops geared toward career goals; resume writing; the application process; proper interview and career attire; interview strategies and do's and don'ts in the workplace, presented by the Career Placement Center and MPA alumni.

In the PA 500 – Principles course students are required to participate in a Public Service Project – volunteering at a public or not-for-profit agency/organization. Each student must document their involvement/work with the agency/organization in a Public Service Binder , to include:

- a.) a schedule of activities (when and where did the you serve; what service did the you provide, specifically)
- b.) identification of stakeholders (sponsors of program/service and beneficiaries); how were the stakeholders impacted by your participation.
- c.) description/history of agency/organization providing the service;
- d.) funding/resources – how is the program funded; did you make any financial contributions?
- e.) Number of hours served(the hours served should be significant – a minimum of 20 hours during the semester – depending upon the service provided);
- f.) contact person (director of program/supervisor);
- g.) location of agency/organization;
- h.) Why did you choose this agency/organization?
- i.) discussion of the experience -
 - ii.) discuss the public service values relative to the experience; public service values (per NASPAA standards) are, "important and enduring beliefs, ideals and principles shared by members of a community about what is good and desirable and what is not. They include pursuing the public interest with accountability and transparency; serving professionally with competence, efficiency, and objectivity; acting ethically so as to uphold the public trust; and demonstrating respect, equity, and fairness in dealings with citizens and fellow public servants";
 - iii.) what was its' (the public service project) relevance to the field of public administration.
- j.) evaluation of the program (based on what?), you are to share your personal evaluation of the agency/organization and the service (s) provided.
- k.) include visual aids (pictures, videos, etc.) of the experience.

In the PA 505 Proseminar in American Government/Public Policy course – students are required to submit a Professional Portfolio to include such items as: resume; publications; paper/video presentations; letters of recommendation; evaluations(professors, peers, supervisors);statement of intent/professional and personal goals; honors/awards; professional development activities (conferences, workshops, symposiums);documentation of community service activities/volunteer work; professional associations; committee memberships, personal websites; links and sites visited for professional development purposes; newspaper/newsletter articles about student.

4.3.4a(a) Internship Requirement

Describe your program's internship requirement(s), any pre-requisites before undertaking an internship, and the requirements for receiving credit for the internship, as well as any exceptions to, or waiver of, these policies. This should include the specific mechanisms used to determine that a student will be granted a waiver. If available, provide a LINK to these policies on the program's website. (Limit 250 words)

Students will enroll in the Internship course upon completing the Core courses and a majority of the Concentration courses. Specifically, students are eligible to take the Administrative Internship only when they meet the following requirements:

- Must have COMPLETED at least 27 hours of the required Core PA courses and any “conditional” course work required upon admission into the MPA Program. Must be currently enrolled in the last 3 hours of the required PA Core courses or plan to enroll in the last three hours of required PA courses if enrolled in the Internship during the Summer Session.
- Students who have completed at least 24 hours of the required PA Core Courses and are enrolled in the last 6 hours of required Core Courses may request approval to take the Internship Course from the Internship Coordinator.
- Must have COMPLETED the “Required Concentration Course” in the designated Area of Concentration. (Public Management= PA 520; Human Resource Management= PA 525; Health Services Administration= PA 540; State and Local Government =PA 520).
- Must have COMPLETED at least 9 hours of Concentration PA courses in the designated Area of Concentration.
- Must be currently enrolled in the last 3 hours of PA Concentration courses or plan to enroll in the last three hours of required PA courses if enrolled in the Internship during the Summer Session.
- Students with “Dual Concentrations” must have completed at least 9 hours of PA courses in each Area of Concentration and currently enrolled in the last 6 hours (3 for each Concentration). Each Area of Concentration requires 12 hours or 4 courses. “Overlap” courses will count only once for any one of the two Areas of Concentration.

The student will meet with their Advisor to determine eligibility and who will then refer the student to the Internship Coordinator.

4.3.4a(2)

Indicate the numbers of internships (by type) and the numbers of internship waivers granted during the self-study year and the previous year

	Self-Study Year Minus 1 Pre Service	Self-Study Year Minus 1 In service	Self-Study Year Pre- Service	Self-Study Year In- Service
National or central government in the same country as the program	1	0	0	0
State, provincial or regional government in the same country as the program	1	3	3	0
City, county, or other local government in the same country as the program	0	1	2	1
Foreign government (all levels) or	0	0	0	0
International quasi- governmental	0	0	0	0
Nonprofit domestic- oriented	2	0	0	0
Nonprofit/NGOs internationally-oriented	0	0	0	0
Private / Business sector	4	0	2	1
Internship Waivers Granted to Students (who would normally be required to complete one)	0	0	0	0
Other: Please Specify	0	0	0	0

4.3.4a(3)

Briefly discuss the program support and supervision for students who undertake an internship, to include job search support, any financial assistance for unpaid interns, on-going monitoring of the student internship. (Limit 250 words)

MPA students are supported in the internship requirement through orientation, advisement and placement assistance.

After entering the MPA Program, students attend the New Student Orientation. The New Student Orientation is designed to acquaint new students with every aspect of the MPA Program including: course requirements, comprehensive examination policies, career placement, the plan of study, the advisement process, internship placement, etc. In addition, new students meet the entire MPA faculty and senior MPA students who are already matriculating through the Program. Students are provided with information on the purpose of the internship, when to enroll in the internship class, the number of “work hours” required, and the search for an internship site. We clearly state that it is the student’s responsibility to obtain an internship. However, we also state that the Internship Coordinator and individual faculty members will assist where possible and necessary.

Students also receive support through their assigned Advisor. The Advisor (a MPA faculty member) reviews and approves the student’s Plan of Study and selected courses of study each semester. The Advisor ensures that the student is enrolling in the proper courses and is eligible for the internship when the required course work is completed. The Advisor may also assist the student in establishing contacts and locating an internship site.

In addition, students may seek assistance for placement from the Internship Coordinator and the Career Services Office. Because the internship requirement is designed to simulate the “real world” of seeking employment, MPA students obtain internships by networking and establishing contact with appropriate agencies and non-profit organizations. Resume’ preparation, mock interviewing, and professional dress standards are reviewed in a departmentally-sponsored Career Placement workshop and/or through the Career Placement Office.

The Internship Coordinator is also available to assist students in searching for appropriate internship sites. The MPA Program has “standing agreements” with a few agencies and the appropriate students are referred to those agencies when the necessary criteria (namely the Area of Concentration) are met.

Once the student identifies an internship site, the Internship Coordinator grants approval and provides on-going support while the student is “on site” at the agency. The Internship Coordinator establishes a relationship with the intern’s supervisor and communicates via phone and/or email about the intern’s duties and on-going progress. The Internship Coordinator forwards each supervisor a formal “Evaluation of MPA Interns” to assess the work of each intern. This completed Evaluation, along with an Analytical Paper and a letter from the supervisor verifying the total number of hours worked, serves as the basis for ensuring that the student has met the criteria for competing the Internship requirement.

4.3.4a(4)a

Briefly discuss how the distribution of internships reflects the program mission. (Limit 250 words)

Our internship requirement is a critical part of the MPA Program. It is viewed as the culmination of the student's classroom coursework and provides a "hands-on" opportunity to apply theoretical knowledge in a "real world" professional environment. In addition, the student is given an opportunity to reflect upon the internship experience by articulating the connection between theory and application in the written Analytical Paper for PA 553.

The Internship experience also serves as the beginning entry point into public service. The experience often solidifies the student's aspiration of becoming a public administrator. Some students have been offered permanent positions as a result of interning as agencies.

As such, the internship is a critical and necessary part of our mission as it prepares our students for administrative careers in federal, state, and local government services and other public and non-profit organizations.

4.3.4b

Report the job placement statistics (number) for the two years prior to your self-study year, of students who were employed in the "profession" within six months of graduation, by employment sector, using the table below. (Note: Include in your totals the in-service and part-time students who were employed while a student in the program, and who continued that employment after graduation.)

	Self-Study Year Minus 2 Pre-Service	Self-Study Year Minus 2 In-Service	Self-Study Year Minus 1 Pre-Service	Self Study Year Minus 1 In-Service
Total Number of Graduates	5	4	8	8
National or central government in the same country as the program				

National or central government in the same country as the program

State, provincial or regional government in the same country as the program	0 1 3 4
City, county, or other local government in the same country as the program	0 0 0 0
Foreign government (all levels) or international quasi-governmental	0 0 0 0
 Nonprofit domestic-oriented	0 0 1 1
Nonprofit / NGOs internationally-oriented	0 0 0 0
 Private Sector - research/consulting	0 0 0 0
 Private sector (not research/consulting)	0 2 1 3
 Obtaining further education	0 0 1 0
 Unemployed	0 0 2 0
 Status Unknown	0 0 0 0

Grambling State University - Master of Public Administration - Grambling State University--Master of Public Administration (MPA) 2010-2011 Self Study

Entered: by
Updated: 9/1/2011 by Rose Harris

Standard 4.4 Student Diversity

Standard 4.4 Student Diversity: The program will promote diversity and a climate of inclusiveness through its recruitment and admissions practices and student support services.

Self-Study Instructions:

In the SSR, the program should demonstrate its overt efforts to promote diversity, cultural awareness, inclusiveness, etc..., in the program, as well as how the program fosters and supports a climate of inclusiveness on an on-going basis in its operations and services. Specifically, the SSR should address the following, as a minimum.

4.4.1 Ongoing 'Diversity' Activities

In the text box below, describe the explicit activities the program undertakes on, an on-going basis, to promote diversity and a climate of inclusiveness. Examples of such activities might include, but are not limited to:

- Diversity training and workshops for students, faculty, and staff
- Frequent guest speakers of a "diverse" background
- Formal incorporation of "diversity" as a topic in required courses
- Student activities that explicitly include students of a diverse background
- Etc.

(Limit 250 words)

—

In the classroom students are exposed to in-class discussions/lectures on diversity and multiculturalism on a regular basis. Practitioners of diverse ethnic, social, economic and political backgrounds are invited to classes and invited to present during our public policy symposiums. In addressing the diversity issues in America, the program sponsored two symposiums “Race Relations in American” and Multiculturalism in America”. Both programs included a panel of students and faculty (of various nationalities) addressing questions related to the subject. The most recent program was held during the Fall 08 semester.

4.4.2 Program Recruitment Diversity Actions

In the box below, briefly describe how the program's recruitment efforts include outreach to historically underrepresented populations and serve the program's mission. (Note: the definition of 'underrepresented populations' may vary between programs, given mission-oriented 'audience' and stakeholders, target student populations, etc...). (Limit 250 words)

Currently, and because of budget deficiencies in the area of recruitment, the School of Graduate Studies is the program’s recruiting arm for other race students. However, the MPA program is discussing and developing several options to recruit other race applicants to the program.

As an ongoing initiative, the department will contact various federal, state and local agencies to request an opportunity to present a twenty (20) minute presentation to professional personnel who may be interested in pursuing the MPA degree.

The faculty and staff will continue to share information about the MPA program at workshops and conferences.

The program will utilize every opportunity to recruit students in the Shreveport area as the program will be offering courses at the Bossier Parish Community College during the Spring 2012 semester.

The program will re-implement mailings to local and statewide majority schools, public and not-for-profit agencies.

The program will enhance the web site to be utilized as a method of recruitment, and

The program will continue to recruit within the GSU community, and the surrounding areas.
Please use the box below to provide any additional information regarding the diversity of your student population. (Limit 250 words)

—

Please see the attached table for 4.4.3a

Does the legal and institutional context of the program preclude collection of diversity data?

4.4.3b(2)

Please use the box below to provide any additional information regarding the diversity of your student population. (Limit 250 words)

See attachment

Additional Information

Attach any additional relevant information as a document here [View File](#)

Grambling State University - Master of Public Administration - Grambling State University--Master of Public Administration (MPA) 2010-2011 Self Study

Entered: by
Updated: 9/1/2011 by Rose Harris

Standard 5 Matching Operations with the Mission: Student Learning

5.1 Universal Required Competencies: As the basis for its curriculum, the program will adopt a set of required competencies related to its mission and to public service values. The required competencies will include five domains: the ability

- **to lead and manage in public governance;**
- **to participate in and contribute to the public policy process**
- **to analyze, synthesize, think critically, solve problems and make decisions;**
- **to articulate and apply a public service perspective;**
- **to communicate and interact productively with a diverse and changing workforce and citizenry.**

5.2 Mission-specific Required Competencies: The Program will identify core competencies in other domains that are necessary and appropriate to implement its mission.

5.3 Mission-specific Elective Competencies: The program will define its objectives and competencies for optional concentrations and specializations.

5.4 Professional Competency: The Program will ensure that students learn to apply their education, such as through experiential exercises and interactions with practitioners across the broad range of public affairs, administration, and policy professions and sectors.

Self-Study Instructions:

Consistent with **Standard 1.3 Program Evaluation**, the program will collect and analyze evidence of student learning on the required competencies and use that evidence to guide program improvement. The intent is for each program to state what its graduates will know and be able to do; how the program assesses student learning; and how the program uses evidence of student learning for program improvement.

In preparing its SSR for Standard 5, the Program should consider the following basic question: does the program sustain high quality graduate educational outcomes? This question has three major parts:

- PART A: How does the program define what students are expected to know and to be able to do with respect to the required universal competencies and/or required/elective competencies in ways that are consistent with its mission?
- PART B: How does the program know how well its students are meeting faculty expectations for learning on the required (or other) competencies?
- PART C: How does the program use evidence about the extent of student learning on the required (or other) competencies for program improvement?

The program's answers to these three questions will constitute the bulk of the self-study narrative for Standard 5. In addition, these same elements may become part of the program's annual reporting during the period of accreditation. The program may upload charts or other graphics below if they would like to further elaborate on their process, provided the required narrative fields are also answered.

PART A. Defining competencies consistent with the mission

Section 5.1 Universal Required Competencies

Self-Study Narrative Section 5.1 addresses how the program defines what students are expected to know and to be able to do with respect to the required universal competencies in ways that are consistent with its mission.

Within the context of your program's mission, how does your program operationally define each of the universal required competencies (in this section you should be defining the competency not providing examples of its assessment)? Limit 500 words each.

To lead and manage in public governance

This competency is defined as an understanding of various theories of leadership and different leadership styles; examining the role of ethics in the decision making process including the relationship between ethics and leadership; managing information and technological applications; understanding the dynamics of organizations; managing human resources; understanding the budgeting process and managing public resources.

The MPA Program requires students to demonstrate competency in this area through the specific learning outcomes listed in the Table below. Students are presented with the appropriate knowledge base to learn how “to lead and manage in Public Service” in the listed corresponding courses.

See attached document "Tables for 5.1 Universal Required Competencies"

To participate in and contribute to the public policy process

This competency is defined as the ability to summarize and articulate the various phases of the policy making process including the formulation, implementation and evaluation of policy; applying data gathering techniques in the policy process; the ability to research, evaluate and discuss a contemporary policy issue; recognizing the moral and ethical relationship to policy making; and researching, analyzing and discussing policy issues in both written and oral forms.

See attached document "Tables for 5.1 Universal Required Competencies"

To analyze, synthesize, think critically, solve problems, and make decisions

This competency is defined as the ability to comprehend, apply, analyze, synthesize and evaluate information for use in making decisions. This competency focuses on learning quantitative and qualitative research methods; understanding data gathering techniques; analyzing information; applying knowledge in a specialized "hands-on" learning environment external to the classroom; researching, analyzing and discussing policy issues in both written and oral forms; understanding the budgeting process in public management.

See attached document "Tables for 5.1 Universal Required Competencies"

To articulate and apply a public service perspective

This competency is defined as understanding the role of the public administrator; the nature of public service; the principles undergirding ethical and equitable management decisions; the impact of public policy on various sectors of the citizenry; understanding and articulating the historical development of the field and the major concepts and ideas that have shaped the discipline; understand the various historical and methodological approaches to public administration and policy making; Learning the values of transparency, diversity and equality in public administration and public policy making; and Knowing the relationship between public service and public funding.

See attached document "Tables for 5.1 Universal Required Competencies"

To communicate and interact productively with a diverse and changing workforce and citizenry

This competency is defined as understanding different leadership styles in a specialized learning environment external to the classroom. Specifically, this competency focuses on the ability to identify public service agencies in a specialized field and gain an in-service internship for "hands-on" experience; interacting with a public administrator as a supervisor; understanding and applying values of transparency, and accountability as a Public Administration Intern; Valuing diversity as a Public Administration Intern; Seeking and receiving constructive feedback in performance evaluation as an intern; applying ethical principles in decision-making in the workplace environment; participating in the coordination or facilitation of public administration workshops, seminars, and events; attending public administration workshops, seminars and events.

See attached document "Tables for 5.1 Universal Required Competencies"

Standard 5.2 Part A: Mission Specific Required Competencies

Standard 5.2 Mission-Specific Required Competencies (if applicable)

Self-Study Narrative Section 5.2 addresses how the program identifies mission-specific required competencies that are deemed necessary and appropriate for its mission.

If your program offers any mission-specific competencies required of all students, then for each one offered please describe how it supports the program mission and state least one specific student learning outcome expected of all students in that required competency. (Limit 500 words) If none, please state 'none.'

None

Standard 5.3 Part A: Mission Specific Elective Competencies

Section 5.3 Mission-Specific Elective Competencies (if applicable)

Self-Study Narrative Section 5.3 asks the program to define what it hopes to accomplish by offering optional concentrations and specializations, as well as the competencies students are expected to demonstrate in each option.

Does your program have any mission-specific competency? Yes

If yes, please elaborate

The Program offers Concentrations in four areas:

- (1) Human Resource Management
- (2) Health Services Administration
- (3) Public Management
- (4) State & Local Government

By offering these four specialized Areas of Concentration, the program seeks to fulfill its mission by "prepar[ing] individuals from diverse and multicultural backgrounds for administrative careers in federal, state, and local government services and other public and non-profit organizations." Areas of Concentration provide for in-depth study in specific areas of public service ensuring better prepared public administrators and leaders.

Please see attached document "Table for 5-3 Mission-Specific Elective Competencies"

Standard 5.1-5.3 Part B

- PART B: How does the program know how well its students are meeting faculty expectations for learning on the required (or other) competencies?

The program is expected to engage in ongoing assessment of student learning for all universal required competencies, all mission-specific required competencies, and all elective (option, track,

specialization, or concentration) competencies. The program does not need to assess student learning for every student, on every competency, every semester. However, the program should have a written plan for assessing each competency on a periodic basis, at least once during the accreditation period. This plan should be available to the COPRA site visit team.

Competencies -- Stage of Assessment

For each of the Universal Required Competencies, Mission Specific Required Competencies, and Mission Specific Elective Competencies listed above, indicate the stage of the assessment process reached during the self-study year by checking the appropriate box.

	Learning outcome has been defined	Evidence of learning has been gathered	Evidence of learning has been analyzed	Any evidence used to make programatic decisions
1. To lead and manage in public governance				
2. To participate in and contribute to the public policy process				
3. To analyze, synthesize, think critically, solve problems and make decisions				
4. To articulate and apply a public service perspective				
5. To communicate and interact productively with a diverse and changing workforce and citizenry.				
6. Mission Specific Required Competency if applicable				
7. Mission Specific Required Competency if applicable				
8. Mission Specific Elective competency if applicable				
9. Mission Specific Elective competency if applicable				

Courses and Required Competencies

For each of the listed competencies, please list all relevant required courses:

Competency 1

PA 500 Principles of Public Administration
PA 560 Ethics & Leadership in Public Administration
PA 502 Organizational Theory and Behavior
PA 504 Public Personnel Administration
PA 506 Public Budgeting & Financial Management
PA 512 Policy Formation, Implementation and Evaluation
PA 553 Administrative Internship I

Competency 2

PA 500 Principles of Public Administration
PA 519 Information Technology for Public Management
PA 506 Public Budgeting & Financial Management
PA 512 Policy Formation, Implementation and Evaluation
PA 553 Administrative Internship I
PA 556 Quantitative & Qualitative Research Methods in Public Administration
PA 523 Graduate Writing Workshop

Competency 3

PA 500 Principles of Public Administration
PA 560 Ethics & Leadership in Public Administration
PA 519 Information Technology for Public Management
PA 553 Administrative Internship I
PA 556 Quantitative & Qualitative Research Methods in Public Administration
PA 523 Graduate Writing Workshop

Competency 4

PA 500 Principles of Public Administration
PA 560 Ethics & Leadership in Public Administration
PA 502 Organizational Theory and Behavior
PA 504 Public Personnel Administration
PA 506 Public Budgeting & Financial Management
PA 512 Policy Formation, Implementation and Evaluation
PA 553 Administrative Internship I

Competency 5

PA 500 Principles of Public Administration
PA 560 Ethics & Leadership in Public Administration
PA 502 Organizational Theory and Behavior
PA 504 Public Personnel Administration
PA 506 Public Budgeting & Financial Management
PA 512 Policy Formation, Implementation and Evaluation
PA 553 Administrative Internship I
PA 523 Graduate Writing Workshop

Competency 6

HUMAN RESOURCE MANAGEMENT

PA 522 Performance Appraisal

PA 524 Labor Management and Collective Bargaining

PA 525 Human Resource Policy Formation & Administration

PA 527 Human Resource Management

Competency 7

HEALTH SERVICES ADMINISTRATION

PA 540 Introduction to Health Services Problems

PA 541 Contemporary Health Services Issues

PA 542 Public Health Management

PA 543 Hospital Organization and Management

PA 544 Issues in Health Care

PA 546 Special Topics in Public Health

PA 547 Law & Public Health

Competency 8

PUBLIC MANAGEMENT

PA 513 Administrative Law

PA 514 City Management

PA 515 Intergovernmental Administration

PA 516 Taxation and Revenue Policy

PA 517 Administrative Behavior

PA 518 Women & Minorities in State and Local Govt.

PA 520 Public Policy and Program Evaluation*

PA 521 Topical Seminar in Public Policy

Competency 9

STATE AND LOCAL GOVERNMENT

PA 510 Administration of State and Local Government

PA 513 Administrative Law

PA 514 City Management

PA 515 Intergovernmental Administration

PA 516 Taxation and Revenue Policy

PA 517 Administrative Behavior

PA 518 Women and Minorities in State & Local Government

PA 520 Public Policy and Program Evaluation

PA 531 Fiscal Management for State & Local Government

Standard 5.1 Part C

- Part C: How does the program use evidence about the extent of student learning on the required (or other) competencies for program improvement?

Universal Required Competencies: One Assessment Cycle

For the self-study narrative, the program should describe, for one of the required universal competencies, one complete cycle of assessment of student learning. That is, briefly describe

- 1) how the competency was defined in terms of student learning;
- 2) the type of evidence of student learning that was collected by the program for that competency,
- 3) how the evidence was analyzed, and
- 4) how the results were used for program improvement.

Indicate which competency is being chosen and give the definition of student learning outcome for the competency being assessed:

Competency 1: To Lead and Manage in Public Governance

This competency is defined as an understanding of various theories of leadership and different leadership styles; examining the role of ethics in the decision making process including the relationship between ethics and leadership; managing information and technological applications; understanding the dynamics of organizations; managing human resources; understanding the budgeting process and managing public resources.

Evidence of learning that was gathered:

Evidence of learning gathered included student's grades from appropriate and corresponding courses, comprehensive examination results, and internship evaluations.

How evidence of learning was analyzed:

Evidence was analyzed by individual faculty members and the faculty as a whole at the end of each semester.

How the evidence was used for program change(s) or the basis for determining that no change was needed:

Course assessments/grades, and Comprehensive Examination results indicated that students demonstrated knowledge of desired student learning outcomes. Internship Evaluations also indicated that students performed well in applying knowledge in a practical setting.

Standard 5.3 Part C

Mission-Specific Elective Competencies: One Assessment Cycle (if applicable)

For the self-study narrative, the program should describe, for one of the mission-specific elective competencies, one complete cycle of assessment of student learning. That is, briefly describe 1) how the competency was defined in terms of student learning; 2) the type of evidence of student learning that was collected by the program for that competency, 3) how the evidence was analyzed, and 4) how the results were used for program improvement. The program should provide the site visit team with samples of the student work that was used as the basis for assessment.

Definition of student learning outcome for the competency being assessed:

HUMAN RESOURCE MANAGEMENT

Students must demonstrate knowledge in the evolution of labor history laws, mediation strategies, negotiation principles, and union-employee relations as they relate to managing personnel in public agencies and non-profit organizations.

Evidence of learning that was gathered:

Evidence of demonstrated knowledge was gathered from evaluated course exams, and papers from appropriate courses and from the comprehensive examination.

How evidence of learning was analyzed:

The evidence was analyzed in terms of the percentage of students who earned a minimum of a "B" average or above in appropriate course work or who passed the Comprehensive Exam with a minimum score of 14 points out of 25.

How the evidence was used for program change(s) or the basis for determining that no change was needed:

A review of Comprehensive Exam results indicated an acceptable passage rate.

Standard 5.4 Professional Competence

Section 5.4 Professional Competence

Self-Study Narrative Section 5.4 asks the program to provide information on how students gain an understanding of professional practice.

In the following table, please indicate for each activity whether it is

- **(R)** required of all students,
- **(F)** students have frequent opportunities to participate in or with,
- **(S)** students seldom have such opportunities to participate in or with, or
- **(N)** it is not usually available to students to participate in or with

Attending formal meetings (e.g. planning board)	F
Case studies	F
Externally-based projects (e.g., student consulting)	S
Guest lectures	F
Internships	R
Instructors from the profession (Adjunct or part-time instructors)	S

**Presentations of student work to practitioner
panels or juries** S

Service Learning F

Simulations S

Team Based Problem Solving F

Volunteer work (paid or unpaid) F

Additional Information

**Attach any additional relevant information
as a document here** [View File](#)

**TABLES FOR
STANDARD 5.1 UNIVERSAL REQUIRED COMPETENCIES**

Competency 1: To Lead and Manage in Public Governance										
Specific Learning Outcomes	Universal Courses									
MPA students will:	PA 500 Principles of Public Administration	PA 560 Ethics & Leadership in Public Administration	PA 519 IT for Public Management	PA 502 Organizational Theory & Behavior	PA 504 Public Personnel Administration	PA 506 Public Budgeting	PA 512 Program Formation, Implementation & Evaluation	PA 556 Quantitative & Qualitative Methods in PA	PA 523 Graduate Writing Workshop	PA 553 Administrative Internship
Summarize and apply major theorists, theories and concepts in Public Administration	X	X		X	X		X			X
Understand the historical development of Public Administration as a discipline	X			X	X					
Identify and explain various theories of leadership and leadership styles		X		X						
Articulate the relationship between ethics and leadership		X								X
Identify and Analyze ethical behavior and its relationship to policy-making		X					X			
Analyze and propose solutions for ethical conflicts		X								X
Learn the basics for managing information through technology			X							
Learn and apply theories of organization structures and culture	X			X						X
Understand organizational behavior	X			X						
Learn to give professional written and oral presentations				X						
Demonstrate knowledge of taxation, revenue collection, budget formulation and the importance of public finances						X				

Competency 2: To Participate in and Contribute to the Public Policy Process

Specific Learning Outcomes	Universal Courses									
MPA students will:	PA 500 Principles of Public Administration	PA 560 Ethics & Leadership in Public Administration	PA 519 IT for Public Management	PA 502 Organizational Theory & Behavior	PA 504 Public Personnel Administration	PA 506 Public Budgeting	PA 512 Program Formation, Implementation & Evaluation	PA 556 Quantitative & Qualitative Methods in PA	PA 523 Graduate Writing Workshop	PA 553 Administrative Internship
Identify and articulate the various phases of the policy making process							X			
Summarize and explain the principles of policy making and policy analysis							X			
Know how to evaluate and assess public policy							X			
Identify how public policy is formulated							X			
Articulate different methods of policy implementation							X			
Learn data collection methods (crafting survey, interview instruments, case studies, use of secondary sources etc.)			X					X		
Operationalize and measure variables for policy formulation			X				X	X		
Recognize and discuss the many actors involved in public policy making										
Discuss the relationship between moral and ethical issues to policy making process							X			
Understand and apply information technology in the formulation and evaluation of policy			X							
Identify and discuss a major policy issue (welfare, health care, military, economic, poverty, housing, etc.) in written and verbal form	X						X		X	
Describe role of public institutions and different levels of government in policy making							X			
Demonstrate knowledge of taxation, revenue collection, budget formulation and the importance of public finances						X				

Competency 3: To Analyze Synthesize, Think Critically, Solve Problems and Make Decisions

Specific Learning Outcomes	Universal Courses									
MPA students will:	PA 500 Principles of Public Administration	PA 560 Ethics & Leadership in Public Administration	PA 519 IT for Public Management	PA 502 Organizational Theory & Behavior	PA 504 Public Personnel Administration	PA 506 Public Budgeting	PA 512 Program Formation, Implementation & Evaluation	PA 556 Quantitative & Qualitative Methods in PA	PA 523 Graduate Writing Workshop	PA 553 Administrative Internship
Know and articulate the principles and interrelationship between science, research and public or social issues	X							X		
Learn data collection methods (crafting survey, interview instruments, case studies, use of secondary sources etc.)								X		
Learn Research Design			X					X		
Understand Conceptualization and Measurement in Research								X		
Learn Valid and Reliable Measures								X		
Learn and Apply Correlation and Regression Analysis in Research								X		
Learn basic Statistical Analysis			X					X		
Learn Hypothesis Formulation and Variable Relationships								X		
Apply public administration knowledge in “hands-on” learning environment										X
Learn to give professional written and oral presentations	X								X	
Analyze and propose solutions for ethical conflicts		X								
Articulate the relationship between ethics, leadership and decision-making		X								X

Competency 4: To Articulate and Apply a Public Service Perspective

Specific Learning Outcomes	Universal Courses									
MPA students will:	PA 500 Principles of Public Administration	PA 560 Ethics & Leadership in Public Administration	PA 519 IT for Public Management	PA 502 Organizational Theory & Behavior	PA 504 Public Personnel Administration	PA 506 Public Budgeting	PA 512 Program Formation, Implementation & Evaluation	PA 556 Quantitative & Qualitative Methods in PA	PA 523 Graduate Writing Workshop	PA 553 Administrative Internship
Understand the historical development of Public Administration as a discipline	X									
Summarize and apply major theorists, theories and concepts in Public Administration	X									X
Articulate the relationship between ethics, leadership and decision-making		X								
Analyze and propose solutions for ethical conflicts		X								
Summarize and explain the principles of policy making and policy analysis	X						X			
Understand the Value of Diversity as a Public Good	X				X		X			X
Learn the Significance of Ethical Behavior and Transparency in Public Service		X			X	X				X
Describe and explain the various theories explaining the relationship between the public administrator, the public servant and the citizenry	X	X			X					
Apply public administration knowledge in “hands-on” learning environment										X
Know and articulate the value of efficiency in public service	X			X	X	X				
Demonstrate knowledge of budget formulation and importance of public finances						X				

Competency 5: To Communicate and Interact Productively With a Diverse and Changing Workforce and Citizenry

Specific Learning Outcomes	Universal Courses									
MPA students will:	PA 500 Principles of Public Administration	PA 560 Ethics & Leadership in Public Administration	PA 519 IT for Public Management	PA 502 Organizational Theory & Behavior	PA 504 Public Personnel Administration	PA 506 Public Budgeting	PA 512 Program Formation, Implementation & Evaluation	PA 556 Quantitative & Qualitative Methods in PA	PA 523 Graduate Writing Workshop	PA 553 Administrative Internship
Learn to Give professional written and oral presentations	X	X		X	X	X	X		X	X
Communicate effectively in written form through the preparation of reports, summaries, research papers, etc.	X	X		X	X		X		X	X
Communicate and work with others from different national and cultural backgrounds and form team-building relationships		X								X
Analyze and propose solutions for ethical conflicts		X								
Understand the Value of Diversity as a Public Good	X				X		X			X
Learn the Significance of Ethical Behavior and Transparency in Public Service		X			X	X				X
Apply public administration knowledge in “hands-on” learning environment										X
Appreciate different leadership styles	X	X								X

SPECIALIZATION	HOW SPECIALIZATION SUPPORTS MISSION	AT LEAST ONE SPECIFIC STUDENT LEARNING OUTCOME
Human Resource Management	The Human Resource Management Concentration is designed to provide in-depth knowledge in the management of personnel for the purpose of achieving organizational goals and as such prepares individuals for administrative careers at the federal, state or local level or in non-profit organizations in this specific area.	Students must demonstrate knowledge in the evolution of labor history laws, mediation strategies, negotiation principles, and union-employee relations as they relate to managing personnel in public agencies and non-profit organizations.
Health Services Administration	The Health Services Administration Concentration prepares individuals for administrative careers at the federal, state, or local level or non-profit organizations in the administration and delivery of health care services.	Students must demonstrate knowledge in the history of health services delivery, an understanding of public financing in the healthcare industry, and the relationship between policy formation and regulation in the management of health care services.
Public Management	The Public Management Concentration prepares individuals broadly for administrative careers at the federal, state, or local level or in non-profit organizations by focusing on the public policy process, intergovernmental relations and management of public agencies.	Students must demonstrate knowledge in the basic principles of public administration, the public policy process, the inter-relationship between levels of government, and management principles for public agencies.
State and Local Government	The State and Local Government Concentration prepares individuals for the management and administration of state and local municipalities.	Students must demonstrate knowledge of the function of state, city, and county/parish governments, understanding the formation of local revenue collection and budgeting, and the relationship between city/local management and politics.

Grambling State University - Master of Public Administration - Grambling State University--Master of Public Administration (MPA) 2010-2011 Self Study

Entered: by
Updated: 9/1/2011 by Sarah Dennis

Standard 6.1 Matching resources with the Mission
Standard 6. Matching Resources with the Mission

6.1 Resource Adequacy: The Program will have sufficient funds, physical facilities, and resources in addition to its faculty to pursue its mission, objectives, and continuous improvement.

Self-Study Instructions:

The overarching question to be answered in this section of the SSR is 'To what extent does the program have the resources it needs to pursue its mission, objectives, and continuous improvement?' In preparing its SSR, the Program should document the level and nature of program resources with an emphasis on trends rather than a simple snapshot, and should link those resource levels to what could and could not be accomplished as a result in support of the program mission. Programs should be transparent about their resources absent a compelling reason to keep information private. Programs are required to report on resource adequacy in the areas of:

- 6.1a Budget
- 6.1b Program Administration
- 6.1c Supporting Personnel
- 6.1d Teaching Loads/Class Sizes/Frequency of Class Offerings
- 6.1e Information Technology
- 6.1f Library
- 6.1g Classrooms, Offices and Meeting Spaces

COPRA is cognizant of the fact that some programs may not be able to separate out the program's allocated resources from that of the department, school or equivalent structure. In such cases COPRA is looking for the school to indicate how those resources allocated to the program are sufficient to meet the program's mission.

6.1a Resource Adequacy: Budget:

The program should document its overall budget and budget trends for the SSR year and two preceding years, and document that the program has financial resources sufficient to support its stated objectives. Programs do not need to itemize salaries, equipment, supplies, travel, etc., but the SSR should include a brief narrative regarding how budget trends (for example, in the areas of salaries, travel, and assistantships/scholarships) affect the program's ability to pursue its mission and engage in continuous programmatic improvement. For each of the following resource categories, please indicate whether those resources have been increasing, remaining relatively stable, or decreasing relative to the size of the program over the period of time covered by the self study report (self study year and two preceding years).

Overall budget for program	has remained stable
Faculty Salaries for Full Time	has remained stable
Faculty Salaries for Professional Adjuncts and Part Time Instructors	has remained stable
Faculty Travel	has remained stable
Assistantships and Other Forms of Student Support	has remained stable

In the space below, provide a brief narrative describing the extent to which the budget trends documented above are adequate to support the program mission. (Limit 250 words)

The Master of Public Administration Program at Grambling State University has been successful in supporting the program's mission in spite of severe budget cuts experienced throughout the State of Louisiana during the last two years. The overall budget for the program was stable, however, the decline in the overall budget is a result of 2 faculty members retiring and the salaries of the faculty members' who replaced these retiring faculty members were not as high.

Faculty salaries remained stable during the last two years. The MPA program did not request Adjuncts/ Part-Time Instructors during the self-study year or previous year. Faculty and student travel was stable, but mostly supported by the university's Title III program and academic enhancement fund and funds from the Student Government Association.

The department was awarded a \$10,000.00 technology grant, last year, which supported the purchase of a smart board, a flat screen TV, and three laptops. This new technology added to existing instructional equipment has allowed faculty to elevate the level of pedagogical techniques employed in and outside of the classroom.

Assistantships saw an increase from \$6,500.00 in 2008/9 to \$26,000.00 in 2010/11. Table 1b shows our assessment of the budget changes.

6.1b

6.1b. Resource Adequacy: Program Administrator

Effective program administration requires designated resources and additional accommodations to support administrative functions.

For the person or persons assigned with primary administrative responsibilities for the program, please indicate which of the following accommodations are made to support administrative functions (check all that apply):

Teaching release time is provided to program administrator(s)

Additional compensation is provided to program administrator(s)

Designated GA support is provided to program administrator(s)

Designated staff support is provided to program administrator(s)

Program administrative duties are assigned to a tenured faculty member

In the space provided, briefly describe how the arrangements provided for program administration are consistent with the mission of the Program and are adequate. (Limit 250 words)

The MPA program is administratively structured to handle the operation of the program according to the stated mission.

The Department Head is responsible for the overall operation of the program. The Department Head is assisted by an Administrative Support Personnel and a Departmental Secretary.

The MPA Faculty and staff is involved in the policy making arm of the program as well as advisement, curriculum development, review and approval of applicants, hiring of faculty and other program policies and procedures/administrative duties.

6.1c

6.1c. Resource Adequacy: Supporting Personnel

Adequate secretarial and clerical personnel should be available to enable the program to meet its educational objectives. Describe the secretarial and clerical assistance available to program faculty and administration. Additional administrative functions, such as student recruitment, placement director, internship supervision, placement, and alumni relations can be provided in a variety of ways. In this section of the SSR, the Program is asked to identify how those services are provided and then to summarize the extent to which those arrangements are adequate for the program's mission. For each of the following functions/positions, please indicate how such services are provided to the program: (drop down menus with the options listed in parentheses after each.)

For each of the same aspects of the program, please provide an assessment of the level of program support:

Clerical Support	Allows for continuous program improvement
Student Recruitment	Allows for continuous program improvement
Internship Placement and Supervision	Allows for continuous program improvement

Placement of Graduates

Allows for continuous program improvement

Alumni Relations/Services

Allows for continuous program improvement

In the space below explain how both the structural arrangements and the levels of support for program administration identified above are adequate and appropriate given the program's mission. (Limit 250 words)

The department's administrative support is experienced in academic affairs and is very supportive in ensuring that student applications are processed in a timely manner. The staff was also instrumental in the increase in enrollment over the last two years - through their recruitment efforts and processing of applications. Internship placement and placement of graduates - though challenging is improving by way of assistance from community support and alumni. Along with the involvement of the faculty and staff, the department is supported in recruitment, internship placement and placement of graduates by the alumni, the Graduate School and the Career Placement Center at Grambling State University.

For each of the following functions/positions, please indicate how such services are provided to the program:

Clerical Support

more than 1 FTE of clerical support for the program

Recruitment Coordinator

program relies on college or university recruitment efforts

Internship Coordinator

assigned to the program administrator

Placement Director

program relies on college or university alumni services

Alumni Relations /Services

alumni relations are handled by a faculty member with other responsibilities

6.1d

6.1d. Resource Adequacy: Teaching Load /Frequency of Class Offerings

The SSR should explain the teaching load policies and demonstrate how they are consistent with the research and community service missions of the Program. Related to this, the program should be able to document that when adjuncts are needed, sufficient resources are available to hire qualified professionals. The SSR should document that the program is able to offer necessary courses with sufficient frequency to allow students to complete any of the degree options in a timely manner.

In the space provided, describe the teaching load policy of your institution and program, and explain how this policy is consistent with the research and community service missions of the program. (Limit 250 words)

There are five full time faculty members inclusive of the Department Chair. The teaching load is 3/2 and 3/3 or 3/3 and 3/2. However, because of retirements and resignations of faculty, during 2009/10 and 2010/11 some faculty members taught 3/3 and 3/3. In support of classroom activities the faculty regularly sponsor outside lectures and symposiums.

Indicate how many times during the self-study year and two preceding years that a member of the nucleus faculty taught more than the teaching load prescribed in the policy above. For the last two such instances, provide a brief explanation of the circumstances and rationale for the increased teaching load, and how the teaching overloads supported the mission of the program. (Limit 250 words)

The overloads for some faculty occurred 1 semester.

In the space provided, explain how the frequency of course offerings for required and specialization courses documented in the tables above represents adequate resources for the program. To the extent that courses are not offered with sufficient frequency, explain why and what is being done to address the problem. (Limit 100 words)

Grambling State University offers four areas of specialization in her MPA program. These are Public Management, State and Local Government Management, Human Resources Management, and Health Services Administration. Four courses are required in each specialization. During 2008/9 and 2009/10 three courses were offered in Public Management as well as State and Local Government Management. But only 1 and 2 courses were offered during 2008/9 in Human Resources Management and Health Services Management respectively. However, during 2009/10 2 and 4 courses were offered in Human Resources Management and Health Services Administration. See Table 6 for further information/clarification

6.1e

6.1e. Resource Adequacy: Information Technology

The SSR should describe the computer (hardware and software) systems available to faculty, staff and students, and explain how those systems support the program's mission and are appropriate for professional education, research, and program administration. The program should report whether they have sufficient numbers of software licenses to facilitate effective instruction, whether there is adequate support to resolve problems, and whether systems allow for tracking of records in a manner that facilitates use for program assessment and improvement.

In the space provided, please describe how you would assess the adequacy of the computer (hardware and software) systems available to faculty, staff, and students to meet your program's mission. More than Adequate

Briefly describe why you think your program fits into the category you have chose above. (Limit 250 words)

We consider information technology to be adequate because each faculty member and staff member has a computer in her/his office. Students are encouraged to buy laptop computers and most of them do have laptop computers. In addition there is a computer lab with 13 computers that students can use. Also, the library and the school of business are well equipped and do allow MPA students to use such computers. See Table 7 for our self assessment. The program also has two smart boards, two projectors and three laptops, purchased with technology funding.

6.1f

6.1f. Resource Adequacy: Library

All students and faculty shall have reasonable access to library facilities and services (physical and/or virtual) that are recognized as adequate for master's level study in public affairs and administration. Library resources should support research, professional development, and continuous learning. The SSR should describe the extent to which library resources are adequate for teaching and research and professional development activities of program faculty and students. Programs should provide an assessment of the extent to which search and online access services are appropriate for the program's mission.

In the space below, please describe how you would assess the adequacy of the library resources (in terms of physical holdings, electronic search and access, and knowledgeable library staff) in relation to your programs mission. More than Adequate

Briefly describe why you think your program fits into the category you have chosen above. (Limit 250 words)

We are satisfied with our library resources because we have more than adequate physical holdings, electronic search and access and knowledgeable library staff. Our library subscribes to 216,283 journals, magazines, and newspapers. It has sufficient library staff to meet the needs of the Public Administration students and faculty. Services are available 82.5 hours per week during the calendar year. Materials in the collection are provided in a variety of formats and research is greatly enhanced through resource sharing via channels such as the Louisiana Libraries Network-Louisiana Online Users Information Systems Consortium. Reference assistance is available. Study space is available. Although the library is not an official federal government documents, it buys government documents, other technical reports and publication of interest to students and faculty as the funds may permit. See Table 8 for our overall assessment.s

6.1g

6.1g. Resource Adequacy: Classrooms, Offices and Meeting Spaces

The SSR should explain how the program's classroom and other learning spaces, as well a physical and online facilities for students faculty and staff, are appropriate to the method of program delivery.

In the space provided, please describe how you assess the adequacy of your program's classroom sizes, configuration, and technological capacity to meet the program's needs. More than Adequate

**Briefly describe why you think your program fits into the category you have chosen above.
(Limit 250 words)**

Classrooms are adequate for the programs courses with most of the demand handled within Woodson Hall. Other classrooms are across campus through the University classroom allocation process when necessary. Currently, the MPA Program does not have a seminar room. However, there is a seminar room in the College of Arts and Sciences and is usually used by the MPA Program when necessary. See Table 9 for further information.

In the space below, briefly discuss the adequacy of space provided and privacy for student counseling, course preparation, research, and other faculty responsibilities. More than Adequate

**Briefly describe why you think your program fits into the category you have chosen above.
(Limit 250 words)**

All six MPA faculty members (i.e. 100%) have private offices located in Woodson Hall and Jacob J. Stewart Hall. Offices are adequate for counseling and for holding other meetings with students. All office have the necessary equipment includes desks, telephones, computers, files, bookcases, and other supplies for effective faculty performance. Faculty who hold administrative positions also have semiprivate offices in Woodson Hall. See Table 9 for further information.

Additional Information

Attach any additional relevant information as a document here [View File](#)

Grambling State University - Master of Public Administration - Grambling State University--Master of Public Administration (MPA) 2010-2011 Self Study

Entered: by
Updated: 9/1/2011 by Rose Harris

Data and Information Requirements - Provide URL's

The information listed below is expected to be publicly available through electronic or printed media. Exceptions to this rule should be explained and a clear rationale provided as to why such information is not publicly available and/or accessible.

General Information about the Degree - From Eligibility Section

Degree Title www.gram.edu/academics/majors/artsandsciences/departments/poli.science/mpa

Organizational Relationship between Program and University

Standard 2;
www.gram.edu/academics/majors/artsandsciences/departments/poli.science/mpa

Modes of Program Delivery Class-room only

Number of Credit Hours www.gram.edu/academics/majors/artsandsciences/departments/poli.science/mpa

Length of Degree www.gram.edu/academics/majors/artsandsciences/departments/poli.science

List of Dual Degrees N/A

List of Specializations www.gram.edu/academics/majors/artsandsciences/departments/poli.science

Fast-track Info N/A

Number of Students www.gram.edu/academics/majors/artsandsciences/departments/poli.science

Mission of the Program - From Standard 1

Mission Statement www.gram.edu/academics/majors/artsandsciences/departments/pol.science/mpa

Admission - From Standard 4

Admission Criteria www.gram.edu/academics/majors/artsandscience/departments/poli.science/mpa

Faculty - From Standard 3

Number of Faculty Teaching in the Program www.gram.edu/academics/majors/artsandsciences/departments/poli.science/mpa

Faculty Identified within the Unit Including Rank www.gram.edu/academics/majors/artsandscience/departments/poli.science/mpa

Cost of Degree - From Standard 4.1

Tuition Cost (in state and out-of-state) www.gram.edu

Description of Financial Aid Availability, including Assistantships www.gram.edu/academics/majors/graduatestudies

Current Student - From Standard 4.3

Internship Placement List Program's Internship Packet

Graduates - From Standard 4.3

Completion Rate
(percentage of class entering 5 years prior to self study year that graduated within 2 years, and within 5 years)

www.gram.edu/academics/majors/artsandscience/departments/poli.science/mpa