MEMORANDUM

TO: Dr. Stanley M. Caress
    Department of Political Science
    University of West Georgia

CC: Dr. Peter S. Hoff
    Office of the Provost and Vice President for Academic Affairs
    University of West Georgia

FROM: Michelle Piskulich, Chair
    Commission on Peer Review and Accreditation,
    National Association of Schools of Public Affairs and Administration

DATE: July 22, 2010

SUBJECT: NASPAA Accreditation Review

On behalf of the Commission on Peer Review and Accreditation (COPRA), I am pleased to inform you that your Master of Public Administration program has been found to be in conformity with NASPAA Standards, subject to the monitoring provisions outlined below. Your program will be accredited for a period of seven years and included on the Annual Roster of Accredited Programs.

The Commission will be monitoring your progress on the following specific standard(s). This means you are asked to detail your progress on these particular standard(s) explicitly each year in your annual report and to provide the information or data related to the standards that the Commission has noted below. The Commission will be notified each year that your program is being monitored on these standard(s).

☐ Standard 3.1 Administrative Organization/ Standard 2.2 Assessment

Standard 3.1 states, “Responsibility for the professional masters degree program in public affairs and administration should rest with an identifiable component of faculty and an administrative organization capable of conducting the program effectively.”

Standard 2.2 states, “The program shall use information about its performance in directing and revising program objectives, strategies, and operations.” Standard 2.3 states that, “The program shall use information about its performance in directing and revising program objectives, strategies, and operations”
The Site Visit Report states, "the Program uses its assessment process in an effective manner in supporting the viability and usefulness of the mission statement and goals of the Program. Specifically, the Program used its assessment data to seek support for a track in Public Health and for a continuance of its use of partial online classes (rather than fully online classes). The Program should be commended for its regular and active use of the Advisory Board as a way to receive input from the community. The Program would, however, benefit from establishing a more systematic and formalized way of evaluating/studying the assessment data to formulate future changes to the goals and mission of the program."

Based upon a review of the documentation the Commission requests the program provide as part of its annual report updated information on how the program systematically uses assessment data to assess and evaluate the programs achievement of its stated objectives.

- **Standard 3.1 Administrative Organization/ Standard 4.2 Curriculum Components**

  Standard 3.1 states, "Responsibility for the professional masters degree program in public affairs and administration should rest with an identifiable component of faculty and an administrative organization capable of conducting the program effectively."

  Standard 4.21 states, "The common curriculum components shall enhance the student's values, knowledge, and skills to act ethically and effectively...." The SSR Instructions (4.3.E) state that the Student Transcript Analysis shall "In a table format, provide the grades received by each student in a sample for each prerequisite subject (4.2-F above), each common curriculum component graduate course (4.21 above) and each course in the additional curriculum component (4.22 above). (Undergraduate transcripts may be used to provide the data for prerequisite subjects.)..."

  The Site Visit Report states that, "The SVT verified that the formal process of documenting student progress was accurate and complete. Students are meeting the Program requirements and review of student files supported that all policies were being followed. The SVT does, however, believe that the Program would benefit from a more systematic documentation of student progress."

  Based upon a review of the documentation the Commission requests the program provide as part of its annual report updated information on how the program systematically documents/ tracks the progress of its students throughout the program.

- **Standard 4.4 Internships**

  Standard 4.4 states that "A carefully planned internship experience shall be made available by the program and students who lack a significant professional work background shall be strongly encouraged to take advantage of it....Internship programs shall generally reflect NASPAA's internship guidelines." Standard 4.2 also states that "the curriculum components are designed to produce professionals capable of intelligent, creative analysis and communication, and action in public service." NASPAA's
Internship Guidelines state “A full-time internship should last a minimum of ten weeks and a maximum of 12 months. At a minimum, part-time internships would utilize the student for at least 20 hours per week for 15 weeks;” i.e., 300 hours.

The Site Visit Report states, “The MPA Program needs to do a better job of documenting policies that they have in place but do not have written down in a formal manner. For instance, the Program follows a policy that provisional students must earn a 3.0 GPA over their first 9 credits in the Program. This should be documented in a formal written policy. In addition, the Program should delineate policies concerning internships, especially how internship credits are waived.”

Based upon a review of the documentation the Commission requests the program provide as part of its annual report updated information regarding how the program has formalized its policies regarding its internship program.

- **Standard 5.5 Faculty Diversity**

Standard 5.5 states, “There should be evidence that specific plans are being implemented to assure the diversity of the composition of the faculty with respect to the representation of minorities, women, and persons with disabilities. Programs and plans to insure faculty diversity shall generally reflect NASPAA’s Diversity Guidelines.”

The Self Study Instructions state, “Diversity Plans: Provide evidence that program-based “specific plans” to assure faculty diversity with respect to the representation of minorities, women, and persons with disabilities are being implemented. Programs should also discuss their efforts to provide a positive and supportive atmosphere for women, minorities, and persons with disabilities on the faculty, to enhance their participation and to increase their retention.”

The program in response to the Interim Report provided a copy of its recently adopted formal diversity plan.

The Site Visit Report states, “The SVT found that the faculty and leadership of the Program, Department, College, and University were aware of the deficiency regarding faculty diversity both in the Program and across the university and were seriously committed to improvement in this area. The Vice President of Academic Affairs noted that the university had just finished an exercise where three top priorities were developed and one of those was improving minority faculty recruitment and retention. There is now a plan in place for the next hiring cycle to step up the efforts to increase the diversity of the hiring pool and make formal connections with area Ph.D. programs with female and underrepresented minority students.”

Based upon a review of the documentation the Commission requests the program provide as part of its annual reports updated information regarding the programs implementation of its new diversity plan especially as it relates to the program’s “efforts to provide a
positive and supportive atmosphere for women, minorities, and persons with disabilities on the faculty, to enhance their participation and to increase their retention."

☐ **Standard 8.3 Support Personnel/ Standard 3.1 Administrative Organization**

Standard 8.3 indicates that, "Adequate secretarial and clerical personnel should be available to enable the program to meet its educational objectives."

Standard 3.1 states, "Responsibility for the professional masters degree program in public affairs and administration should rest with an identifiable component of faculty and an administrative organization capable of conducting the program effectively."

The Site Visit Report states, "The SVT found that the administrative needs of the department were being satisfactorily met. However, with the impending retirement of the current Administrative Assistant and the projection of growth in the Program, this is an area of concern. The Program and Department need to set a plan in place to ensure continued administrative support is available to the students in the Program and is up to maintaining the viability of the Program. See Recommendations.

1. The Program needs to address the situation regarding its administrative staff. As part of the Department of Political Science, the Program shares a Secretary position with the undergraduate political science program. While this individual is rated as doing a superior job and has the confidence of faculty, students, and staff, she is retiring this May and the Program and Department need to fully assess the needs of the Department to ensure uninterrupted and quality service to students. As part of this assessment (while the program assured the SVT that all their administrative needs were being met), the Department should investigate (especially if it wants to grow the Program) the possibility of adding staff support, as well as the need for more physical space to house this growth."

Based upon a review of the documentation the Commission requests the program provide as part of its annual report updated information on how the administrative needs of the department continue to be met following the retirement of the program’s current Administrative Assistant.

Thank you for your cooperation and continued support of the accreditation process. Please note that the Commission will review each of your annual reports to determine ongoing conformity with NASPAA Standards, including progress in the areas noted above, and they will become a permanent part of your folder for your next accreditation review. COPRA’s acceptance of the Program’s annual reports is contingent on receiving satisfactory responses on the issues noted. If the program does not submit the information requested regarding the monitored standards in annual reports, the Commission may require the program to re-enter the accreditation cycle with an updated Self Study Report. Monitoring provisions remain in effect and must be reported on each year until the program is notified by COPRA that the provisions have been removed. We look forward to receiving your annual report in Spring 2011. If you have any questions, please contact me via telephone (248.370.2190) or email at (piskulic@oakland.edu). Questions about next year’s annual report should be directed to COPRA at copra@naspaa.org.
NASPAA SELF STUDY REPORT

August 14, 2009

MASTER OF PUBLIC ADMINISTRATION
University of West Georgia
College of Arts and Sciences

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Certified By: [Signature, NASPAA Principal Representative]
Title: [Title]
Date: [Date]

Certified By: [Signature, Chief Academic Officer]
Title: [Title]
Date: [Date]
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   Program By-Laws

APPENDIX B
# PROGRAM SUMMARY

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<tr>
<td>Title of Degree (1.3)</td>
<td>Master of Public Administration</td>
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<td>Off-Campus Locations (9.1)</td>
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<td>Number of credits which can be reduced for significant professional experience (4.3-B)</td>
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<tr>
<td>Number in faculty nucleus (5.1-B)</td>
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<td>Number of students in degree program (6.3-D)</td>
<td>Full-time-14, Part-time-17, Total-31</td>
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<td>Is a thesis or major professional report required? (4.3-C)</td>
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<tr>
<td>Is a comprehensive examination required? (4.3-C)</td>
<td>Oral defense-Exit Paper</td>
</tr>
<tr>
<td>Is an internship available? Is it required? (4.4-B)</td>
<td>Yes Required for Pre-service students</td>
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1.1 Eligibility

The Master of Public Administration (MPA) program at the University of West Georgia is eligible for peer review and re-accreditation by the National Association of Schools of Public Affairs and Administration.

1.2 Institutional Accreditation

The Southern Association of Colleges and Schools accredits the University of West Georgia. The most recent re-accreditation was in 2004. Off-campus degree granting locations at Newnan are accredited as a part of Southern Association review. However, the MPA degree is not offered at any off-campus locations. Selected course work is offered at the University of West Georgia Center in Newnan.

1.3 Professional Education

A. Leadership and Management Objective: The MPA Program at the University of West Georgia prepares both in-service and pre-service students for leadership and management roles in public service and in the non-profit sector. The MPA Program continuously seeks input from students, alumni, and employers to prepare students for careers as managers and leaders in public service. The program is grounded in public sector values and covers a wide variety of topics in management and leadership, including the political and legal environment, major themes and concepts in human and financial resources, organizational and policy analysis, program evaluation, and research and statistical techniques along with computer applications. The linkage of public administration theory and concepts with practical applications is emphasized throughout the course work, which culminates in the professional seminar. In the seminar the student designs and writes a paper on the relationship between some aspect of the student’s practical experience and relevant parts of the public administration literature.

B. Degree Specification: The Department of Political Science at the University of West Georgia offers the Master of Public Administration.

Other Masters degrees offered by the Department of Political Science include a Master of Science in Rural and Small Town Planning. The planning degree is substantively and conceptually related to the MPA, but the planning program has a set of courses and emphases that are distinct from the MPA curriculum. In short, the planning degree has a different and much narrower programmatic mission from that of the MPA and thus should be exempt from review. A Graduate Certificate in Public Management is also offered with far more limited requirements and scope. Its students are not in the MPA program even though they can take some courses, and thus it should be exempt from review.

1.4 Program Length

Admission to the Master of Public Administration program at the University of West Georgia (originally know as West Georgia College) began in 1980 and graduated its first group of students in 1983.
STANDARD 2.0 - PROGRAM MISSION

2.1 Mission Statement

A. Background: The Master of Public Administration Program at the University of West Georgia was established in 1980. The campus is located in Carrollton, a small but growing city located in western Georgia along the I-20 corridor between Atlanta and Birmingham. During 29 years of operation, the program the faculty size has varied, but has been at a current complement of five for many years. Enrollments during the self study years have ranged from 23 in the Fall of 2005 to 31 in the Fall of 2008.

The original MPA program of 1980 had a pronounced emphasis on public management education for in-service students, which remains an element of the mission. Following NASPAA guidelines, a core of courses covering major themes in budgeting, personnel, administration, administrative law, politics, organizational design, and policy was constructed. This core has been slightly modified over its nearly 30 years. Beyond seven core courses, students then and now are required to select four other courses in management, policy, planning, etc. as a part of an elective track of emphasis. As a culminating exercise in the 3 hour professional seminar, students design and write a paper relating an aspect of their administrative experience to aspects of their coursework. For the pre-service students the exit paper is based on an internship which substitutes for one of the elective courses.

During the first decade of operation, both enrollment and faculty would be considered small. Between 1983 and 1991, there were 39 graduates. The three core faculty serviced the vast majority of core courses. In 1990 the UWG administration decided to devote more resources to the MPA program and seek national accreditation. Thus, an MPA Director along with additional assistant professors of public administration (Stanley M. Caress, Robert Sanders) were hired in Fall 1992 to bring the full complement of public administration faculty to five. As a result, program enrollments and graduates significantly increased from 1991 to 1995. For example, there were 26 active students and six graduates during the 1991-1992 academic year, while the 1994-1995 academic year numbered 45 active students and nine graduates.

In the period 1996 – 2003, there were some additions to the program and some mechanical changes. First, there has been additions of new faculty to replace faculty from the previous review period. The MPA Director (Jerry Perkins) retired in 2002 and was replaced by a new director (Michael Hirlinger) who served until early 2005.

Previously, Dr. Louis Howe was added to the public administration faculty in 1996. Second, the institution’s status was changed from a college to a university. This also coincided with a change from a quarter system to a semester system. The change required the renumbering of graduate level classes which also increased the proportion of graduate-only classes for MPA students. Third, the university experienced significant upgrades in technology, which has allowed the program integrate computer applications into the curriculum.
In the current self-study review period (2004-09) the MPA program experienced several alterations. In 2005, Dr. Stanley M. Caress who has been a core MPA faculty member since 1992, became MPA Director replacing the previous director (Michael Hirlinger) who left the university in January 2005. Dr. Sooho Lee (2006) was hired as an assistant professor to fill the vacancy in the core faculty. Another core faculty members left the program (Said Sewell 2008) during this period and was replaced by and Dr. Paul Rutledge (2009). During this time the MPA Advisory Board continued to be instrumental in mission development, mission revision, review and revision of admission policy as well as curriculum change.

B. Mission Statement:

PROGRAM PHILOSOPHY: During faculty and MPA Advisory Board meetings (March 2005) the MPA Program articulated its’ program philosophy.

*The MPA program is designed primarily for those individuals who are either now in the public service or who plan to make a career of administration in the public sector. The program augments the skills and knowledge of those already in the public service, provides a professional graduate degree program to meet the growing need for many additional skilled, knowledgeable public administrators, encourages students to pursue careers in government by providing public administration education, and equips superior students for research and study at the doctoral level. Our goal is an accessible faculty who promote an educational community with a generous spirit where people learn from each other both in and out of the classroom. Thus, we emphasize, keeping consistent with the university's motto, “educational excellence in a personal environment.”*

PROGRAM MISSION

The mission of the MPA program is providing service to the region by:

1. **Improving the knowledge and skills of in-service managers and preparing pre-service students for management roles or further study.**

   Objectives:
   - Promote the understanding of public service values, ethics, democracy and constitutional principles.
   - Teach generalist public management knowledge and skills.
   - Develop the student’s ability to integrate theory and practice.

4. **Engaging in activities that promote the public service.**

   Objectives:
   - Interaction with the public through service activities for governmental, non-profit, and community organizations.
   - Forums and presentations on community needs.
• Student involvement in service activities.

4. **Conducting research that contributes to knowledge about public activities.**

Objectives:
• Scholarly research.
• Technical writing and reports.
• Student involvement in research activities.

The mission is divided into three components. The first component of education emphasizes public service values, generalist management knowledge and skills, and the ability to integrate theory and practice. The second component of service includes public interaction, forums and presentations, and student involvement in service activities. The third component of research outlines the importance of scholarship, technical applications, and student involvement in the research process. The student-centered focus of the program is evident in all three components. Although pre- and in-service students have been treated similarly in all respects, the prevailing opinion is that pre-service students need more preparation in and exposure to various service and research activities than do in-service students so that the former group can make up a deficit in applied experience.

The students of the MPA program are a combination of full-time and part-time in that they are employed full or part time. All core classes are offered either in the evening or on Saturday mornings. About one course a year is offered at the Newnan campus per semester. The majority of students are from Carroll County and other surrounding counties. A few commute from Atlanta. We also currently have some international students who reside in the area.

**Opportunities:** The UWG MPA program should benefit from increasing population growth in Carroll County and several surrounding counties. Additionally, the program will also benefit from its strong interaction with the entire Atlanta metropolitan area. Thus, there continues to be rising expectations about professional public management as a result of growth and diversification. An opportunity for the MPA program is the potential of adding a Health Administration Elective Track to the program. A Needs Assessment was conducted that concluded that this addition would serve both the community and campus. Students who pursue the MPA degree at West Georgia could take health administration courses as their elective track. The program also benefitted from the Thomas B. Murphy Center for Public Service. The MPA Director serves as the Executive Director of the Center. The Center in the past four years sought two grants (unfunded) that would have assisted government, non-for-profit agencies, and community organizations. More grant applications are expected in the future. The Center has also engaged in applied research and technical assistance by preparing reports for state, county and municipal governments, as well contributing to civic education by facilitating the American Democracy Project. This activities could be expanded in the future. Finally, a 4 course certificate program in public management was developed that
has added to enrollment and has functioned as a recruitment tool for the MPA program. We feel that this program will grow and continue to benefit the MPA program.

**Threats:** The MPA program is threatened by a downturn in the state economy over the past couple of years. For the first time in many years faculty are not receiving pay raises. Faculty salaries are relatively low and without a pay raise faculty morale and retention will diminish. Budget shortfalls continue to hamper the need for an increase in necessary resources (e.g., travel, equipment) for faculty. Furthermore, there are very few sources of tuition reimbursement for graduate students to offset increases in graduate tuition. Additionally, efforts to establish the Health Administration Elective Track have not progressed because of university budget cutbacks.

**Strengths:** The UWG MPA program is a strong general management program with the core curriculum covering the essential areas. The program offers flexibility through the elective track sequence where students can bolster their abilities in a particular area. Class sizes remain relatively small which allows for considerable individualized attention for students. The faculty represents a group of people joined by a commitment to students and service. The core group has a good mix of experience, publication records, and service involvement. There has been support from a responsive administration.

The professional seminar and related exit paper has proven to be both a strength and a weakness (the weakness is discussed below). On the positive side, the paper is an excellent final exercise for in-service managers. They are compelled by the experience to cast individual administrative applications in larger frameworks of understanding.

The program also counts among its strengths a committed faculty that appreciates diversity and expects excellence. Many students have remarked that faculty are “available and accommodating to student schedules and needs.” The program is served by a strong curriculum that has immediate meaning and applicability to our in-service students as indicated in the exit surveys. Another source of strength is our close ties with major professional organizations through the active involvement of some core faculty in the Georgia Chapter of the American Society for Public Administration (ASPA). Two MPA faculty members are on the ASPA Georgia Chapter Executive Council and have previously served as president of the chapter. Finally, we have taken advantage of UWG internal grants (see Standard 8.4) that allow us to continually upgrade instructional technology.

**Weaknesses:** As previously mentioned, the exit paper can be considered a weakness. MPA faculty have the burden of serving on several exit paper committees with no commensurate reduction in workload. They have the same teaching, research, and service obligations as other Political Science Department faculty who never need to serve on these committees. Additionally, many students find the exit paper challenging and require considerable faculty supervision. A Writing Center has opened on campus and the faculty are working with the Center on various techniques to better relate the exit paper to the experience of the students. Exit paper guidelines have been created that eliminate a great deal of the confusion about the paper’s format that previously existed for many students.
There are also problems with the teaching load in general and with the particulars of operating in a political science department with the attendant obligations. With the exception of the MPA Director and Department Chair, the normal teaching load is 9 hours (3 courses) per semester. Research production is also expected. All MPA faculty are required to teach an introductory American government sections every semester, which is an obligation of all faculty. Our goal is to increase the core faculty’s proportion of time devoted to the MPA program.

**Distinctive Competencies:** We are able to recruit and retain quality minority students. We engage students and alumni in life long learning through our Advisory Board and Georgia ASPA. Our program is balanced emphasizing both qualitative and quantitative skills. We do a good job of integrating the theoretical and applied.

**Innovations:**
A recruitment Bar BQ is held every summer to encourage prospective new students to apply to the program. A MPA Orientation is held at the beginning of fall semester every year to make sure that new students understand the program’s requirements. Additionally, a booklet has been developed for all new MPA students. A computerized email list-serv has been developed and is utilized to clearly identify deadlines for the exit paper and when to file appropriate graduation forms.

Classes have been tailored to meet the needs of in-service students with once-a-week evening seminars at both the main campus and in Newnan. A Saturday morning class with an online component is also used.

As previously mentioned, we have developed and will continue to develop focused areas of specialization. For several years students have been able to specialize in management, policy, and planning. More recently, we have considered adding a concentration in health care administration.

The exit paper and subsequent oral defense has proven to be innovative despite some of the minor problems. On the whole, the exit paper provides an excellent for the attempt to relate theory and practice.

Recently, we have begun to use electronic list servers to communicate with students, alumni, and faculty. This has enabled us to better keep in touch. If there are events or schedule changes, we can notify students immediately. Alumni are informed about events such as luncheons and conferences.

**Problems:** The weak economy and continuing State of Georgia budget shortfalls may prove problematic in the future. We have limited financial aid or scholarships for students. With some of the program innovations, we anticipate an increase in enrollment. This may stress current faculty resources.

**Constraints:** Student financial aid and scholarship opportunities are limited. External competition for students has increased with the development of MPA programs at nearby
universities (e.g., Columbus State, Kennesaw State). However, the competition can serve as opportunity by forcing the program to continue to be innovative and to strive to offer quality instruction and mentoring. Finally, the MPA website is embedded in the political science department’s home page. Potential students often remark that it is difficult to locate the MPA webpage.

**C. Mission Process:** The formal mission statement was reexamined and approved in 2006 by the core MPA faculty working with the MPA Advisory Board. An earlier revision process (2003) created most of the current statement. Several steps were conducted to develop the currently mission statement. First, a focus group consisting of 17 current MPA students was conducted for the purpose of mission statement revision and input in regard to the program’s strengths and weaknesses. A consensus emerged that the current mission statement did not reflect certain aspects of the program. Second, in the UWG MPA Program held a day long Advisory Board meeting was conducted for the primary purpose of considering mission statement revision. Recommendations were made by the Board which called for a slight modification in the previous MPA mission statement. We also discussed the program’s place in the community and what its graduates should be able to accomplish and contribute to the public service. The competencies, knowledge, and skills we should expect of a UWG MPA graduate were also discussed. This is the rationale behind, “The MPA Program’s mission is to improve the knowledge and skills of in-service managers and prepare pre-service students for management roles or further study,” which is the first sentence of our mission statement. Finally, the recommendations from the Advisory Board and MPA students were presented at a faculty meeting to all public administration faculty.

The MPA Advisory Board includes alumni, other faculty in relevant parts of the larger institution, and representatives from the community and state and local government. The MPA Advisory Board members (Spring 2009) are:

Jack Birge M.D.
Director of Medical Quality
Tanner Medical Center
Carrollton, GA 30118

Ms. Amy Goolsby, MPA
(UWG Alumnus)
Carroll County Planning Department
1669 Pleasant Ridge Rd.
Carrollton, GA 30117

Janet Gubbins, MPA
(UWG Alumnus)
Distance Education
Honors House
State University of West Georgia
Carrollton, GA 30118

Dr. Charles Clark
Dean of the Graduate College
University of West Georgia
Carrollton, GA 30118

David Boldt, Chair
Economics Department
University of West Georgia
Carrollton, GA 30118

Dr. Robert Schaefer, Chair
Political Science/Planning Department
University of West Georgia
Carrollton, GA 30118

Catharine Wright
Director Newnan Center
University of West Georgia
Carrollton, GA 30118

Melanie Clay, MPA
(UWG Alumnus)
Distance Education
Honors House
University of West Georgia
Carrollton, GA 30118

D. Variations From Standards: There are no variations from the standards based on our mission.

2.2 Assessment

Assessment Procedures:

Linking Assessment Directly to Mission: We have a formal mechanism to link assessment to the mission. The first step in the UWG MPA Program mission-assessment process was the dissection of the formal mission statement into 10 mission element statements. The mission elements were used as the springboard for the collection of assessment data. Assessment mechanisms (surveys, content analysis, interviews, etc.) are linked to each program element. Mission elements and NASPAA standards are used to construct specific survey instruments. For example, the exit survey, alumni survey, and employer survey drew directly from the mission elements to construct at least some of the questionnaire items. The 10 mission element statements and their connection to assessment mechanisms are summarized in Table
2.1. Assessment activities discussed in subsequent sections are linked to the mission through the unique number assigned each mission element.

### Table 2.1
**Linking Mission to Assessment**

<table>
<thead>
<tr>
<th>Mission Element</th>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The MPA Program serves the region by:</strong></td>
<td></td>
</tr>
<tr>
<td>1. improving the knowledge and skills of in-service managers and preparing pre-service students for management roles or further study.</td>
<td>• Alumni survey</td>
</tr>
<tr>
<td></td>
<td>• Review of student files</td>
</tr>
<tr>
<td></td>
<td>• Student survey</td>
</tr>
<tr>
<td></td>
<td>• Exit survey</td>
</tr>
<tr>
<td></td>
<td>• Employer Contact</td>
</tr>
<tr>
<td><strong>Knowledge and skills are provided by:</strong></td>
<td></td>
</tr>
<tr>
<td>2. promoting the understanding of public service values, ethics, democracy and constitutional principles.</td>
<td>• Student survey</td>
</tr>
<tr>
<td></td>
<td>• Oral defense of exit paper</td>
</tr>
<tr>
<td></td>
<td>• Exit survey</td>
</tr>
<tr>
<td></td>
<td>• Course evaluations</td>
</tr>
<tr>
<td></td>
<td>• Annual faculty evaluations</td>
</tr>
<tr>
<td></td>
<td>• Focus group</td>
</tr>
<tr>
<td>3. teaching generalist public management knowledge and skills.</td>
<td>• Alumni survey</td>
</tr>
<tr>
<td></td>
<td>• Oral defense of exit paper</td>
</tr>
<tr>
<td></td>
<td>• Exit survey</td>
</tr>
<tr>
<td></td>
<td>• Course evaluations</td>
</tr>
<tr>
<td></td>
<td>• Employer contact</td>
</tr>
<tr>
<td></td>
<td>• Annual faculty review</td>
</tr>
<tr>
<td></td>
<td>• Focus group</td>
</tr>
<tr>
<td>4. developing the student's ability to integrate theory and practice.</td>
<td>• Review of internship evaluations</td>
</tr>
<tr>
<td></td>
<td>• Oral defense of exit paper</td>
</tr>
<tr>
<td></td>
<td>• Exit survey</td>
</tr>
<tr>
<td></td>
<td>• Assessment of exit paper by committee members</td>
</tr>
<tr>
<td></td>
<td>• Alumni survey</td>
</tr>
<tr>
<td></td>
<td>• Employer contact</td>
</tr>
<tr>
<td>The MPA program engages in activities that promote the public service through:</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td>5. interaction with the public through service activities for governmental, non-profit, and community organizations.</td>
<td></td>
</tr>
<tr>
<td>• Employer contact</td>
<td></td>
</tr>
<tr>
<td>• Formal departmental faculty review policy (promotion &amp; tenure)</td>
<td></td>
</tr>
<tr>
<td>• Annual faculty review (post tenure review)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mission Element</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 2.1 (cont.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. forums and presentations on community needs.</td>
</tr>
<tr>
<td>• Formal departmental faculty review policy (promotion &amp; tenure)</td>
</tr>
<tr>
<td>• Annual faculty review (post tenure review)</td>
</tr>
<tr>
<td>• Alumni survey</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. student involvement in service activities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Alumni survey</td>
</tr>
<tr>
<td>• Exit survey</td>
</tr>
<tr>
<td>• Focus group</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conducting research that contributes to knowledge about public activities through:</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. scholarly research.</td>
</tr>
<tr>
<td>• Formal departmental faculty review policy (promotion &amp; tenure)</td>
</tr>
<tr>
<td>• Annual faculty review (post tenure review)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9. technical writing and reports.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Formal departmental faculty review policy (promotion &amp; tenure)</td>
</tr>
<tr>
<td>• Annual faculty review (post tenure review)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10. student involvement in research activities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Alumni survey</td>
</tr>
<tr>
<td>• Exit survey</td>
</tr>
<tr>
<td>• Focus group</td>
</tr>
</tbody>
</table>
Appendix G summarizes the links between the mission statement and the assessment evidence that is provided throughout this document. Table G.1 provides clear evidence that the UWG MPA Program is mission driven and that it is achieving its mission.

Assessment Using the Literature on Master’s Education

The UWG MPA Program assess our program using the literature on master’s education. In Silent Success: Master’s Education in the United States, Clifton Conrad, Jennifer Haworth and Susan Miller identified 14 characteristics of “high-quality” masters programs. (Conrad, C., Haworth, J. and Miller, S. Silent Success: Master’s Education in the United States, Baltimore: Johns Hopkins University Press, 1993). They are:

Culture:
Unity of purpose among program participants with a supportive learning environment

Planned Learning Experience:
Core course work immersion doing centered learning with individualization tangible product out-of-class activities

Resources:
Institutional support and Departmental support

Leadership and the Human Dimension:
Faculty involvement:
Faculty with university and workplace experience with committed students with diverse backgrounds and experiences to create program leadership.
We believe and assessment evidence supports that the UWG MPA program has all of the characteristics of high quality master’s experiences.

Table 2.2 outlines the connection between the UWG MPA program and evidence showing how we adhere to the characteristics of high quality master's experiences.
Table 2.2
The UWG MPA Program and the Characteristics of a Quality Masters Experience

<table>
<thead>
<tr>
<th>Characteristics of High Quality Master's Experience</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Culture</strong></td>
<td></td>
</tr>
<tr>
<td>1 Unity of purpose among program participants</td>
<td>1. The program has a mission statement that was developed and modified by program participants. The volume of assessment data supports this claim.</td>
</tr>
<tr>
<td>2. Supportive Learning Environment</td>
<td>2. MPA Exit and Alumni survey results support that faculty are accessible. Exit interviews confirm that students feel the learning environment is supportive. Our program philosophy supports this claim. &quot;Our goal is an accessible faculty who promote an educational community with a generous spirit where people learn from each other both in and out of the classroom.&quot;</td>
</tr>
<tr>
<td><strong>Planned learning Experience</strong></td>
<td></td>
</tr>
<tr>
<td>3. Core courses</td>
<td>3. We have a 21 hour core.</td>
</tr>
<tr>
<td>4. Immersion</td>
<td>4. The exit paper experience allows students to be immersed in the topic.</td>
</tr>
<tr>
<td>5. Doing centered learning</td>
<td>5. Class assignments in many courses stress “doing centered learning.” This is particularly true of the exit paper. Students are encouraged to collect empirical data and are thus engaged in doing centered learning.</td>
</tr>
<tr>
<td>6. Individualization</td>
<td>6. The exit paper is an individualized experience. There is significant one-on-one time with the professor.</td>
</tr>
<tr>
<td>7. Tangible product</td>
<td>7. The exit paper</td>
</tr>
<tr>
<td>Resources</td>
<td>Academic Conferences, Student Orientation, Regular Advisory Board meetings that include students.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>9. Institutional support</td>
<td>9. The institution’s support is high. There is a willingness at the institution’s top leadership levels to support the program.</td>
</tr>
<tr>
<td>10. Departmental support</td>
<td>The political science department has shown consistent support for the program. Dr. Schaefer, Chair of the Political Science Department serves on the MPA Advisory Board. The Department has supported promotion and tenure of PA Professors.</td>
</tr>
<tr>
<td><strong>Leadership and the Human Dimension</strong></td>
<td></td>
</tr>
<tr>
<td>11. Faculty involvement</td>
<td>11. Faculty involvement is affirmed in exit surveys and alumni surveys. It is also affirmed by faculty attendance at awards banquets and student orientation sessions.</td>
</tr>
<tr>
<td>12. Faculty with non-university workplace experiences</td>
<td>12. Many of our faculty bring non-university workplace experiences to the program.</td>
</tr>
<tr>
<td>13. Committed students with diverse backgrounds and experiences</td>
<td>13. As the self-study will show we have wide diversity in our student body. Students show their commitment by their willingness to take part in Advisory Board meetings, and as alumni when they serve as Board members.</td>
</tr>
<tr>
<td>14. Program leadership</td>
<td>14. Examples of program leadership include the mission process, the engaged Advisory Board Georgia ASPA presence. (Dr. Sanders and Dr. Caress serve on the Georgia ASPA Executive Council.)</td>
</tr>
</tbody>
</table>
Assessment Procedures: Sources of Assessment Information

The Exit Paper: The Exit Paper is the UWG MPA program's capstone project. The exit paper is a cumulating experience and demonstrates in a concrete and summative way the analytic, policy, organization, and writing skills of the student. The exit paper process is a multidimensional assessment mechanism. First, there is a transparency to the process that allows for broad assessment and program feedback. The exit papers are defended before a three-member committee. The Political Science Department catalogues all exit papers.

Students sometime perform program assessment activities as part of their exit paper. For example, there is an employer assessment of the MPA program, an alumni survey, and several studies assessing the quality of the exit paper. The result is a multidimensional assessment. Student performance (both written and oral) is assessed.

Teacher/Course Evaluations: Toward the end of each following semester, course evaluations are distributed to students in all classes. The evaluations along with a summary statement are returned to the faculty member each semester. Teaching evaluations are discussed with the Chair during the Annual Faculty Review. Faculty are encouraged to adjust course content and format if evaluations suggest such need to occur.

Alumni Survey: In October of 2008 the MPA Director distributed an alumni survey to all graduates of the program from the past 5 years. The mission elements along with NASPAA standards were used to develop the survey instrument. The results indicate that the Program is doing a good job meeting its mission. (See Appendix C for selected Alumni Survey results.)

Annual Faculty Review: Each year, faculty prepare a document that highlights their accomplishments for the current year. Service, teaching, and scholarship are the categories used for the assessment. Upon completion, faculty meet with the Chair of the Political Science Department. The discussion during the meeting amounts to an informal formative assessment. At that time, teaching evaluations are discussed. The process is taken seriously by all. If a faculty member's performance is consistently below standards, loss of tenure is a possibility.
Interview at Oral Defense of Exit Paper: At the conclusion of the oral defense of the exit paper, students are asked to give their honest impression of the program. At present, the committee asks the student to identify the program’s strengths and ways that it could be improved.

MPA Program Exit Survey: After the oral defense, the students are asked to complete an exit survey. The survey includes specific questions about the curriculum and how the MPA Program contributed to students' knowledge and skills. In addition several questions are specifically tied to the mission elements. (See Appendix D)

Employer Survey: Employers were surveyed during a Needs Assessment in 2007-08 to determine whether the MPA Program curriculum and graduates met employer expectations and if a new health track should be added to the program. The MPA Director conducted the survey. (See Appendix D for selected Employer Survey results.)

Focus Group – Current MPA Students: A focus group of current MPA students was convened in early 2009. Students were asked to provide input on the strengths and weaknesses of the program, curriculum, mentoring, and course delivery mechanisms. The focus group was led by the MPA Director.

MPA Advisory Board: The MPA Advisory Board meets yearly. The Board is composed of practitioners, faculty, alumni, and students. Many of the professional members are alumni. Faculty also can attend the meetings. The Advisory Board provides both formal and informal feedback to the faculty. The Board helped to revise the mission statement, consider admission policy, and adopt curriculum change.

Faculty Meetings: Faculty make program policy decisions such as curriculum or mission changes, taking into account Advisory Board opinions and assessment data during faculty meetings. While sometimes debate is intense, decisions are generally reached by consensus. Individual faculty members are also encouraged to bring any concern to faculty meetings for consideration.
2.3 Guiding Performance

A. Guiding Performance: Using the assessment procedures discussed in Standard 2.2, the program engages in continuous collection of mission driven assessment data as well as deliberative, open, procedures that enable analysis and interpretation of the data. Program changes emerge from these processes.

B. Program Changes as a Result of Assessment

Curriculum Changes
- In response to faculty curriculum review and Advisory Board feedback, an expanded elective Public Health Track was proposed. Additionally, a course in Comparative Public Administration is now being offered every fifth semester as an elective.

- In response to a previous assessment of the exit paper first draft deadlines and completion dates are established and posted every semester. Exit paper guidelines were modified in order to improve the quality of the exit paper. Specific guidelines were generated for developing exit papers on policy analysis, program evaluation, and administrative analysis.

- In response to a previous assessment of the Internship, new guidelines were generated. All information about the internship including expectations, forms, logs, and evaluations are included.

Student Services
- In response to student comments for a need to have better communication a new student orientation was developed and is conducted every fall and the MPA list serve was improved and expanded.

- In response to trends in society, the program has greatly expanded its web presence (see http://www.westga.edu/~polisci/mpa).
3.0 - PROGRAM JURISDICTION

3.1 Administrative Organization

The Master of Public Administration program at the University of West Georgia is housed in the Department of Political Science and Planning, one of 16 departments in the School of Arts and Sciences. It is headed by a Director who reports to the Chair of the Department. The Chair reports to the Arts and Sciences Dean, who reports to the Vice President for Academic Affairs. The administrative structure of the State University of West Georgia with regards to the MPA program is as follows:

Interim Vice President for Academic Affairs
Dr. Sandra Stone

Dean, College of Arts and Sciences
Dr. George Kieh

Chair, Department of Political Science
Dr. Robert Schaefer

Departments
Art
Biology
Chemistry
English
Foreign Languages
Geosciences
History
Mass Communications and Theater
Mathematics
Music
Nursing
Philosophy
Physics
Political Science and Planning
Psychology
Sociology and Anthropology
3.2 Recognized Program

The internal organization of the Master of Public Administration program is as follows:

**Department Chair**
Dr. Robert Schaefer

**Director, MPA Program**
Dr. Stanley M. Caress

**Full-Time MPA Faculty**
Dr. Louis Howe
Dr. Rob Sanders
Dr. Sooho Lee
Dr. Paul Rutledge

The MPA program relates to a number of campus units, especially the Graduate School. The program's relationship with the Graduate School includes processing of student applications, requests for course variances, and certifying completion of graduation requirements. The MPA program also maintains a relationship with the Associate Vice President for Academic Affairs responsible for assessment, which includes completing an exit questionnaire upon filing for graduation. The MPA program incorporates the survey results into its self-assessment for purposes of planning and program development. The MPA program, finally, enjoys cordial relationships with the several departments that participate in its career support areas.

3.3 Program Administration

Dr. Stanley M. Caress, Director of the MPA program, is responsible for its administration. The MPA faculty and the Chair of the Political Science Department are closely consulted on appointment of the director.
3.4 Scope of Influence

A. The MPA Director and faculty exercise substantial influence over general program policy and planning and impact curriculum, admissions, degree requirements, course scheduling, teaching assignments, and overall program direction.

B. Degree requirements, which must conform to university standards are established by the University Graduate College, which determines minimum standards. These standards reflect the recommendations of the MPA Director and core faculty.

C. New courses and curriculum changes also must be approved by the Graduate College but reflect the recommendations of the MPA Director and faculty.

D. Minimum admission requirements are established by the University Graduate College, which normally accepts the MPA faculty's recommendations for higher admission standards.

E. Certificate Degree requirements and admission standards must be approved by the Graduate College, but the MPA Director maintains the ability to determine admission.

F. The MPA Director in coordination with the Chair of the Political Science Department in consultation with the faculty set the schedule. The University establishes guidelines concerning teaching load and facility usage.

G. With regard to the distribution of financial and other resources, there is regular consultation between the Chair of the Department of Political Science, the MPA Director, and the program faculty. Department funds are ultimately determined by the university.

H. Regarding appointments, promotion, and the granting tenure: Faculty committees are formed by the Chair of the Department in consultation with the MPA Director from a cross-section of departmental faculty. For promotion and tenure decisions, senior faculty conduct reviews and make recommendations to the Chair. The MPA faculty comprise a substantial percentage of the senior departmental faculty. Finally, search committees for MPA faculty positions are always chaired by an MPA faculty member and have a majority of MPA faculty as members.
STANDARD 4.0 - CURRICULUM

4.1 Purpose of Curriculum

The curriculum is linked to both our program mission and philosophy. Several specific statements in the mission link to the curriculum. The MPA Program "improves the knowledge and skills of in-service managers and prepares pre-service managers for management roles," “through teaching generalist public management knowledge and skills,” and “developing the student's ability to integrate theory and practices.”

Each of the mission elements referred to above is part of a larger organic mission statement developed in close consultation with a committed, engaged Advisory Board that includes students, alumni, and employers. There are exit survey items linked to most mission elements and NASPAA core curriculum competencies that allow us to monitor the effectiveness of the curriculum to meet mission objectives. Most recently, employer assessment linked interview questions to both NASPAA core curriculum competencies and pertinent curriculum mission elements. Further discussion of the links between the mission elements and the curriculum are found throughout this section.

Both exit interviews and survey data reveal an accessible faculty that is in touch with students (and thus able to help students realize their full potential). This process connects them with a real world public administration problem. During the course sequence students are expected to define a problem, research the topic area, develop a research design, collect and analyze data, and make policy or program recommendations. This is where the student demonstrates the ability to "integrate theoretical and applied approaches to management." The exit paper documents a summative experience and we believe that the quality of the final paper reflects the quality of the curriculum.

4.2 Curriculum Components

A. Background Information:

1. **Credit System:** The semester credit system is used.

2. **Length of Term:** The Fall and Spring semesters are sixteen weeks in length. There are four Summer sessions: one is three weeks in length; one is eight weeks in length; and two are four weeks in length.
3. **Number of Terms:** There are two long semesters and three summer sessions per year.

4. **Full-Time Status:** A full-time graduate student takes nine credit hours (three courses) per semester. Any student taking fewer than 9 credit hours is defined as part-time. The normal maximum for a graduate student is 15 credit hours per long semester or five courses. The full-time course load during each summer session is six hours.

5. **Time Limitation:** The MPA degree must be completed in six years.

6. **Class Contact Hours:** All graduate courses are 3 credits and every course requires a minimum of 45 contact hours.

7. **Numbering System:** The numbering system designates 1000 through 4999 as undergraduate courses; master's courses are at the 5000 and 6000 level.

**B. Course Distribution:** The MPA degree is a 36-semester hour program consisting of a core of 21 hours including a six-hour, written applied research project. (See Table 4.1).
<table>
<thead>
<tr>
<th>Course Level</th>
<th>Common Curriculum Components</th>
<th>Additional Curriculum Components</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Required Prerequisites</td>
<td>Required Graduate</td>
<td></td>
</tr>
<tr>
<td>Lower Division</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Upper Division</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Upper Div. &amp; Graduate</td>
<td>0</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Exclusively Graduate</td>
<td>3*</td>
<td>18</td>
<td>36</td>
</tr>
<tr>
<td>Total</td>
<td>0 or 3</td>
<td>27</td>
<td>9</td>
</tr>
</tbody>
</table>

*POLS 5200 can be waived in lieu of practical experience and/or academic background

C. Capable Professionals: The core curriculum is based on competencies that have been identified by public sector practitioners, alumni, NASPAA, and the MPA Advisory Board as essential for successful performance in public organizations today. The entire curriculum stresses core knowledge and skills identified in the mission statement that MPA students must master. The combination of knowledge and skills is designed to produce capable public sector managers and professionals. Students who do not have public sector experience are required to gain capability by participation in a public service internship. These core curriculum components enhance the student's values, knowledge, ethics, and skills to perform effectively.

D. Assessment and Guiding Performance:

 **MPA Exit Interview:** After successfully passing their exit paper defense each student is asked to give a candid assessment of the MPA program. Students are asked about the strengths of the program and how the MPA Program could be improved. Students generally cite the curriculum and quality of faculty as a strength of the program. It is common for students to comment on the immediate applicability of the material covered in class to their jobs.

 **MPA Student Survey:** A survey of all students enrolled in the MPA Program in Fall Semester 2008 was conducted to assess student preparation prior to entering the program and their opinion of the program’s strengths and weaknesses.

 **Employer Surveys:** The survey showed that employers value the MPA Core curriculum. Many of the survey questions are tied to the program mission. The data indicated that the mission is consistent with employer expectations. Finally, results showed that the UWG MPA program and its graduates are held in high regard (See Appendix C).
MPA Exit Survey: Exit surveys are given to all students after they complete their oral defense of the exit paper. The Exit survey is indexed to the MPA mission statement and covers the following areas: public service values, conceptual understanding, development of public service skills and techniques, integration of academic concepts and practice, and overall MPA program experience. (See Tables 5.6 and 5.7 for the complete results.) The overall exit survey picture is very strong. All items on the exit survey indicate a positive assessment on every aspect of the program.

The results of the most recent exit survey (n=61) indicate that the MPA program exposes students to the MPA goal areas through courses, guest lectures, etc. The goal areas include: public service values, conceptual understanding, development of public service skills and techniques, integration of academic concepts and practice, written and oral communications skills, and research and analytical techniques. For example, on a scale of 0 (very little exposure) to 10 (a great deal of exposure), the mean scores were all about 8.5. (See Appendix D for more detailed information on the exit survey).

Alumni Survey: Alumni surveys were sent to alumni that had graduated between 2003 and 2008. There were 19 surveys returned. The results of the alumni survey were also strong.

Focus Group – Current MPA Students: A focus group of 17 current MPA students was conducted in February of 2009. Many of the students remarked that the strengths of the MPA program included: small class sizes; the program is flexible; and is accommodating to the in-service student.

E. Graduate Classes: Courses taken to fulfill the common curriculum components are primarily for graduate students. All core classes are exclusively graduate level (6000). While some elective courses are cross-listed with an undergraduate listing and includes undergraduates in the class, the requirements for the graduate students are all at the graduate level and consistent with the non-cross listed courses.

F. Required Prerequisites: Students who do not have public sector experience or an academic background in public administration must take POLS 5200, Principles of Public Administration. All pre-service students are required to participate in an Internship experience.
4.21 Common Curriculum Components

A. Required Graduate Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 6200</td>
<td>Public Budgeting</td>
<td>3</td>
</tr>
<tr>
<td>POLS 6201</td>
<td>Theory of Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>POLS 6202</td>
<td>Research Methods for Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>POLS 6203</td>
<td>Theories of Public Organization</td>
<td>3</td>
</tr>
<tr>
<td>POLS 6204</td>
<td>Public Policy Analysis and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>POLS 6205</td>
<td>Administrative Law and Procedures</td>
<td>3</td>
</tr>
<tr>
<td>POLS 6206</td>
<td>Public Personnel Administration</td>
<td>3</td>
</tr>
<tr>
<td>POLS 6286</td>
<td>Professional Seminar</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>(Pre-service students)</td>
<td></td>
</tr>
<tr>
<td>POLS 6286</td>
<td>Professional Seminar</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(In-service students)</td>
<td></td>
</tr>
</tbody>
</table>

A total of 27 (pre-service) or 24 (in-service) credit hours are required, plus additional electives courses totaling 36 credits are required to complete the program. The core courses cannot be waived. Up to two courses (6 hours) taken at another university may be substituted for a required core course. Students are required to provide course descriptions from the official graduate catalog; the program director, and Graduate College in order to evaluate the substitutability of the course. The core courses cover most components of the mission of the program.

Course substitutions occur on occasion. The most common reason for course substitution is if a required course does not make and the student is close to graduating. Under these conditions a student may take an independent study that covers the equivalent material under the direction of the faculty member responsible for the class.

B. Ethical Action: Several core courses contain a component on “ethical action.” POLS 6201, "Administrative Theory,” is a strong course that focuses on ethics in the public sector. As this course is part of the core curriculum, all students are introduced to in-depth ethical studies and issues. Additionally, POLS 6205 (Administrative Law and Procedures), and POLS 6206 (Public Personnel Administration) have strong ethical focuses.
### C. Curriculum Coverage:

<table>
<thead>
<tr>
<th>Table 4.2 Curriculum Coverage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Hum Resouces</td>
</tr>
<tr>
<td>Budget &amp; Finance Process</td>
</tr>
<tr>
<td>Info &amp; comput literacy</td>
</tr>
<tr>
<td>Policy &amp; Program Form. &amp; Implemenation &amp; evaluation</td>
</tr>
<tr>
<td>Dec making &amp; problem solving</td>
</tr>
<tr>
<td>Political &amp; Legal Instit &amp; Process</td>
</tr>
<tr>
<td>Econ &amp; Social Instits &amp; Processes</td>
</tr>
<tr>
<td>Org and Manag concepts &amp; processes</td>
</tr>
</tbody>
</table>

| Public Budget 6200          |
| X                            |

| Theory Pub Adm 6201         |
| X X X                       |

| Research Methods 6202       |
| X X                         |

| Org Theory 6203             |
| X X X                       |

| Policy Analysis/ Evalu 6204 |
| X X X X                     |

| Pro Seminar Exit Paper 6286 |
| X X X X X X                  |

| Adm Law 6205                |
| X X X                       |

| Personnel Admin 6206        |
| X                            |

25
The MPA Program curriculum is divided between a core (27 hours) and an elective component (9 hours) as a career support area (see Standard 4.22). The core courses provide students with a broad understanding of the theoretical underpinning and practices of public administration (e.g., finance, personnel, organization theory, public law, ethics). This is consistent with the management focus of our mission. Table 4.2 demonstrates how the curriculum incorporates (1) the management of public service organizations; (2) the application of quantitative and qualitative techniques of analysis; and (3) an understanding of the public policy and organizational environment.

One of the components of our curriculum is the emphasis on research and statistical methods (12 hours including the Exit Paper). We believe that such an emphasis provides students with skills that make them more effective public administrators immediately and throughout their careers. The curriculum is consistent with NASPAA guidelines and it also meets students and employer expectations of what graduate education in public administration should include. And, thus, “prepares students for careers as managers and leaders in public service.”

4.22 Additional Curriculum Components

According to the mission statement, the MPA program “promotes the understanding of public service values, ethics, democracy and constitutional principles” which is distinguished by offering a variety of career support areas. The variety of the career support areas enables us to offer an “innovative curriculum.” The program meets this mission objective through career support areas in:

- Public Management
- Policy
- Planning
- Health Care Administration (not fully developed)
- Non-Profit Administration (not fully developed)

All Career Support Areas are nine hours. The specialization courses cannot be substituted for the common curriculum components.

A. Elective Design: The curriculum components of the career support areas are designed to meet several possible objectives. For example, the Public Management, Policy, and Planning support areas are designed to enhance skills specific to the level or type of employment expected. Other career support areas are specific (Health Care, Non-Profit Administration). In these cases, students deepen their understanding of a specific policy area because they work in that area or, if pre-service, are interested in employment in the area. A nine-hour career support curriculum component is required. The construction of the career support areas allows for broad advanced training or specialization.

B. Elective Courses for Broad Advanced Training: MPA students that seek broad advanced training choose the Public Management Career Support Area. The Public
Management Career Support Area is the most popular career support area. This career support area takes advantage of the strengths of the Political Science Department. It is also consistent with our mission that we “teach generalist public management knowledge and skills.”

PUBLIC MANAGEMENT CAREER SUPPORT AREA
Students must choose at a minimum 3 courses (9 hours) from the following three credit hour courses.

POLS 5202  Interorganizational Behavior  
POLS 5210  Modern Public Management  
POLS 5211  State and Local Politics and Administration  
POLS 5212  State and Local Government Finance  
ABED 6100  Managerial Communications  
MGNT 6681  Strategic Management  
MGNT 6672  Theory and Philosophy of Management  

The Majority of the courses listed above form the more specialized Career Support Areas. Course descriptions, times offered, professors responsible for teaching are found in the next section.
Table 4.3
Public Management Career Support Area

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course title</th>
<th>Faculty</th>
<th>Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 5202</td>
<td>Interorganizational Behavior</td>
<td>Rutledge</td>
<td>Once every third semester</td>
</tr>
<tr>
<td>POLS 5210</td>
<td>Modern Public Management</td>
<td>Sanders</td>
<td>Every other semester</td>
</tr>
<tr>
<td>POLS 5211</td>
<td>State and Local Politics and Administration</td>
<td>Rutledge, Caress</td>
<td>Every fourth semester</td>
</tr>
<tr>
<td>POLS 5212</td>
<td>State and Local Government Finance</td>
<td>Lee or Staff</td>
<td>Once every fourth semester</td>
</tr>
</tbody>
</table>

C. Elective Courses for Specializations: The MPA program offers three other specialized Career Support Areas, each consisting of three courses for a total of nine semester credit hours. Two Career Support Area are comprised of primarily political science/public administration courses while the other one includes courses primarily from other departments.

The three current departmental Career Support Areas are:
- Policy
- Planning
- Health Care Administration

POLICY
Students choose three courses (9 semester hours) from the list below.

Table 4.4
Urban Planning Career Support Area

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course title</th>
<th>Faculty</th>
<th>Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 5207</td>
<td>Technology Policy</td>
<td>Sanders</td>
<td>Once every third semester</td>
</tr>
<tr>
<td>POLS 5208</td>
<td>Health Policy</td>
<td>Caress</td>
<td>Once every fourth semester</td>
</tr>
<tr>
<td>POLS 5209</td>
<td>Environmental Policy</td>
<td>Caress</td>
<td>Once every fourth semester</td>
</tr>
</tbody>
</table>
PLANNING
Students choose three courses (9 semester hours) from the list below.

Table 4.4
Urban Planning Career Support Area

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course title</th>
<th>Faculty</th>
<th>Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLAN 5702</td>
<td>Ethics in Land Use Policy and Planning</td>
<td>Staff</td>
<td>Once every third semester</td>
</tr>
<tr>
<td>PLAN 5784</td>
<td>Planning Seminar</td>
<td>Staff</td>
<td>Once every third semester</td>
</tr>
<tr>
<td>PLAN 5701</td>
<td>Technology and Local/Regional Economic Development</td>
<td>Staff</td>
<td>Once every third semester</td>
</tr>
<tr>
<td>PLAN 5704</td>
<td>Planning Theory and Practice</td>
<td>Staff</td>
<td>Once every third semester</td>
</tr>
</tbody>
</table>

HEALTH CARE ADMINISTRATION - Proposed
Students choose three courses (9 semester hours) from the list below. The health career support area takes advantage of the UWG’s related gerontology program. Courses were chosen from the Political Science and Gerontology course inventory. These courses supplement and complement the courses in the MPA core. MPA students working in a health related fields generally take advantage of this career support area.

Table 4.5
Proposed Health Care Administration Career Support Area

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course title</th>
<th>Faculty</th>
<th>Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 5208</td>
<td>Health Policy</td>
<td>Caress</td>
<td>Once every third semester</td>
</tr>
<tr>
<td>POLS 6285</td>
<td>Special Topics in Public Policy</td>
<td>Caress</td>
<td>Arrange with professor</td>
</tr>
<tr>
<td>NURS 6300</td>
<td>Health Care Delivery Systems</td>
<td>Staff</td>
<td>Once every third semester</td>
</tr>
<tr>
<td>NURS 6602</td>
<td>Problem Solving in Health Systems</td>
<td>Staff</td>
<td>Once every third semester</td>
</tr>
</tbody>
</table>

4.23 General Competencies

Competencies: A total of 27 credit hours are required courses. These courses cannot be waived. Under rare conditions, up to two courses taken at another university may be substituted for a required course. Students are required to provide course descriptions from the official graduate catalogue; the program director and graduate school evaluate the substitutability of the course. The core courses cover most components of the mission of the program. In rare circumstances, however, it may be possible for a student to complete the core and support courses with one or no courses in advanced computer technology.
The mission of the MPA program includes the preparation of managers and leaders for public service. Accordingly, the competencies developed by the courses and additional curriculum components include knowledge, skills, and abilities in public leadership and management, an appreciation of the value and legal dimensions of public management and public policy, and an understanding of human resources, fiscal, and intergovernmental issues related to public administration. In addition, the MPA program provides opportunities for students to develop specialized knowledge and skills in one of nine concentrations, which are offered on both a departmental and inter-departmental basis.

4.3 Minimum Degree Requirements

A. Degree Credit Hours: The minimum number of graduate credits required for the UWG MPA degree is 36 hours. There is no reduction in the credit hours for undergraduate preparation or significant professional experience. In the event a student does not have prior public service experience or public administration academic background, POLS 5200 and an internship are required. The internship for pre-service students is part of the 6 hour professional seminar requirement.

B. Degree Length: The usual time to complete the MPA program is two calendar years, although the Graduate School policy allows six years for completion. Students may elect to take courses in the Summer term, but they will still normally take about two years to finish their MPA degree. After coursework is completed, students will normally take one or two semester to complete their exit paper.

Time to Complete with No Undergraduate Preparation and No Professional Experience

The time required to complete the degree is the same whether the student has strong undergraduate preparation or not. Students without strong undergraduate preparation and no professional experience are required to take POLS 5200 and participate in an internship experience. These requirements could delay degree completion by a semester.

Time to Complete with Strong Undergraduate Preparation but No Professional Experience

The time required to complete the degree is the same whether the student has strong undergraduate preparation or not. Students with strong undergraduate preparation but no professional experience do not have to take the prerequisite POLS 5200, but must complete an internship. The internship requirement could delay degree completion by a semester.

Time to Complete with Strong Undergraduate Preparation and Professional Experience

The time required to complete the degree is the same whether the student has strong undergraduate preparation or not. Students with strong undergraduate preparation and professional experience do not have to take POLS 5200 or engage in an internship, but must complete an elective in place of the internship.

C. Concluding Requirements: All students are required to complete an exit paper that is supervised by a committee composed of three faculty. The project is considered as a class
and counts as three hours toward the degree requirement. An oral defense of the exit paper of one hour or more in length is required.

D. Course Formats: MPA courses are rotated on a regular basis and are scheduled so that required core courses are not offered on the same evenings. One class per semester is offered in Newnan. The classes are all evening classes or Saturday mornings. Classes normally meet once a week on Monday, Tuesday, Wednesday, and Thursday evenings from 5:30 until 8:00 p.m. or Saturday mornings from 8:30 a.m. until 11:00 a.m. during the two semesters. During the summer sessions, they meet either two evenings a week (TTH or MW) for 8 weeks or four evenings (M-Th) for four weeks from (5:00 to 8:45 p.m).

E. Student Transcript Analysis

See Table 4.6 below

Core Courses (27 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 6200</td>
<td>Public Budgeting</td>
<td>3</td>
</tr>
<tr>
<td>POLS 6201</td>
<td>Theory of Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>POLS 6202</td>
<td>Research Methods for Public Admin.</td>
<td>3</td>
</tr>
<tr>
<td>POLS 6203</td>
<td>Theories of Public Organization</td>
<td>3</td>
</tr>
<tr>
<td>POLS 6204</td>
<td>Public Policy Analysis and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>POLS 6205</td>
<td>Administrative Law and Procedures</td>
<td>3</td>
</tr>
<tr>
<td>POLS 6206</td>
<td>Public Personnel Administration</td>
<td>3</td>
</tr>
<tr>
<td>POLS 6286</td>
<td>Professional Seminar</td>
<td>6</td>
</tr>
</tbody>
</table>

Career Support Courses (9 hours)

Courses offered under the career support area are listed in section 4.22. POLS 6981, Directed Reading and Research, is designed to allow students to do research on a specific topic under the direction of a graduate faculty member. This course may be taken once with Under some circumstances, the Director may allow a student to substitute POLS 6981 for another course when it can be justified. This may occur if the student wants to do more in depth research on a topic related to the course. Also, if there are not enough students enrolled in a course for the course to be justified, the course is assigned POLS 6285 (Special Topics in Public Policy) course number. Occasionally, the Director will allow a student to substitute one class for another. This may occur if a student has transferred a course covering the same material from another institution.
E. Student Transcript Analysis (continued)

Table 4.6
Student Transcript Analysis (all courses are 3 credits)

| POLS  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
|-------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|
| Core Courses |
| 6200  | A | A | A | A | B | A | A | A | A | A | A | B | A | B | B | B |
| 6201  | A | B | A | A | B | A | A | A | A | C | A | A | A | B | A | B |
| 6202  | A | A | A | A | B | A | B | B | A | A | B | B | A | A | B | B | B |
| 6204  | A | A | A | A | B | A | B | A | A | A | A | B | A | A | B | B | B |
| 6205  | A | B | A | B | A | B | A | B | A | A | B | A | A | A | B | B | B |
| 6206  | A | A | A | A | B | A | A | A | B | A | A | A | A | A | B | B | B |
| 6286  | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |
| ELECTIVES |

4.4 Internships

A. Internship Design: The purpose of the internship is to provide students who have no prior organizational experience with the opportunity to participate in the operations of a public or non-profit agency. The internship is a way for the student to link theory and practice and to relate, through a research project and a journal, the particular organizational setting to relevant academic literature.

B. Internship Status: The internship is required for pre-service students only. Typically, a student does an internship about halfway or more through the program in order to make the selection of the internship site and the overall experience as meaningful as possible, especially in terms of the student's career goals. Grades and academic credit are not given for the
internship. The internship requirement for pre-service students is part of their 6 hour professional seminar (POLS 6286).

C. Internship Supervision: The MPA Director is responsible for the placement and supervision of all internships. The internship is usually three months (approximately 150 hours) in duration and can be longer. Academic credit is granted through earning a satisfactory grade (pass/fail) in the professional seminar, the course in which the exit paper is written. The internship is integrated into the curriculum in essentially two ways: a) through the application of internship-induced insights to courses, b) through the knowledge developed in the exit paper. Regular site visits are not required. Depending on circumstances, there are sometimes telephone conversations between the student's supervisor and the MPA Director, and the Director discusses the progress of the internship with the student during the semester. The criteria for matching students with internships include student interest, career aims, and appropriate agency availability.

All internships listed in Table 4.7 earned 3 credits, lasted one semester and required at least 10 hours per week for a cumulative total of 150 hours.

D. Internship Placement:

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>Keehynde Adgebite</td>
<td>Carroll County Community Development</td>
</tr>
<tr>
<td>2008</td>
<td>Patrick White</td>
<td>Carrollton Police Department</td>
</tr>
<tr>
<td>2007</td>
<td>Kasnia Kulakobia</td>
<td>Carroll County Non-Profit Organization</td>
</tr>
<tr>
<td>2007</td>
<td>Carmen Lawrence</td>
<td>University Office</td>
</tr>
<tr>
<td>2007</td>
<td>Jammal Reed</td>
<td>Social Security Office - Carroll County</td>
</tr>
<tr>
<td>2006</td>
<td>Brandon McCloud</td>
<td>Non-Profit Agency (KidsPeace)</td>
</tr>
<tr>
<td>2006</td>
<td>Brittani Sailor</td>
<td>CNN (Media)</td>
</tr>
</tbody>
</table>
STANDARD 5.0--THE FACULTY

Faculty and Mission: As stated in the MPA program philosophy "our goal is an accessible faculty who promote an educational community with a generous spirit where people learn from each other both in and out of the classroom." Evidence from exit surveys show we are achieving this goal. Ninety seven percent of the students agreed that there was "very effective instruction with the integration of concepts and practice". Thus, first and foremost, our faculty are accessible. Faculty service itself is part of the mission. MPA faculty service also reinforces other facets of the mission. Drs. Sanders and Caress both serve on the Board of Georgia ASPA. This is a "link to professional associations and organizations." This service also results in out of class activities such as orientations, awards banquets, and Georgia ASPA Conferences. These activities provide "students" and "alumni" with "professional networking activities." Our applied approach is evidenced in the scholarship of our faculty. A member of our faculty (Rob Sanders) won a university teaching. We believe this is evidence of faculty quality.

5.1 Faculty Nucleus

A. Critical Mass: Our MPA program has 5 full-time faculty (even though one was on leave 2008-09). Members who were significantly involved in the teaching and operation of the master's program. Dr. Stanley Caress, Dr. Louis Howe, and Dr. Robert Sanders are all tenured full professors. Dr. Sooho Lee is a tenure-track assistant professor and Dr. Paul Rutledge was hired as a tenure-track assistant professor to replace Dr. Said Sewell, a tenured associate professor who left the university in 2009. The full-time core faculty teach all core MPA courses. Part-time faculty and faculty from the MSRP Program were used to substitute for faculty on-leave or on an ad hoc basis to help out teaching some elective courses.
B. Faculty Nucleus

TABLE 5.1
FACULTY NUCLEUS

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank &amp; Title</th>
<th>Tenure Status</th>
<th>Administrative Unit</th>
<th>Degree &amp; Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caress, Stanley</td>
<td>Full Professor, MPA Director</td>
<td>Tenured</td>
<td>Political Science</td>
<td>Ph.D. Political Science</td>
</tr>
<tr>
<td>Lee, Sooho</td>
<td>Assistant Professor</td>
<td>Tenure Track</td>
<td>Political Science</td>
<td>Ph.D. Public Policy</td>
</tr>
<tr>
<td>Howe, Louis</td>
<td>Full Professor</td>
<td>Tenured</td>
<td>Political Science</td>
<td>Ph.D. Political Science</td>
</tr>
<tr>
<td>Sanders, Robert</td>
<td>Full Professor</td>
<td>Tenured</td>
<td>Political Science</td>
<td>Ph.D. Public Administration</td>
</tr>
<tr>
<td>Rutledge, Paul</td>
<td>Assistant Professor</td>
<td>Tenure Track</td>
<td>Political Science</td>
<td>Ph.D. Political Science</td>
</tr>
</tbody>
</table>

C. Teaching Assignments

Table 5.2
Relevant Courses Taught by Faculty Nucleus

<table>
<thead>
<tr>
<th>Name of Faculty</th>
<th>Academic Year</th>
<th>Course #</th>
<th>Course Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caress, Stanley</td>
<td>2008-2009</td>
<td>6203</td>
<td>3</td>
<td>Organization Theory</td>
</tr>
<tr>
<td></td>
<td>5103</td>
<td>3</td>
<td></td>
<td>Public Opinion</td>
</tr>
<tr>
<td></td>
<td>5208</td>
<td>3</td>
<td></td>
<td>Health Policy</td>
</tr>
<tr>
<td></td>
<td>6203</td>
<td>3</td>
<td></td>
<td>Organization Theory</td>
</tr>
<tr>
<td></td>
<td>5209</td>
<td>3</td>
<td></td>
<td>Environmental Policy</td>
</tr>
<tr>
<td></td>
<td>5211</td>
<td>3</td>
<td></td>
<td>Legislative Process</td>
</tr>
<tr>
<td></td>
<td>5101</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6200</td>
<td>3</td>
<td></td>
<td>Public Budgeting</td>
</tr>
<tr>
<td></td>
<td>2601</td>
<td>3</td>
<td></td>
<td>Political Science Methods</td>
</tr>
<tr>
<td>Howe, Louis</td>
<td>2008-2009</td>
<td>6201</td>
<td>3</td>
<td>Sabbatical</td>
</tr>
<tr>
<td></td>
<td>2007-08</td>
<td></td>
<td>3</td>
<td>Theory of Public Administration</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>Administrative Law</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>Modern Political Thought</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>American Political Thought</td>
</tr>
<tr>
<td>Sanders, Robert</td>
<td>2008-2009</td>
<td>6206</td>
<td>3</td>
<td>Public Personnel</td>
</tr>
<tr>
<td>Name</td>
<td>Normal Course Load</td>
<td>Actual Course Load</td>
<td>Reason/Date</td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------------</td>
<td>--------------------</td>
<td>--------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Lee, Sooho</td>
<td>6</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caress, Stanley</td>
<td>6</td>
<td>4</td>
<td>One course release per semester for directing the MPA program</td>
<td></td>
</tr>
<tr>
<td>(MPA Director)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Howe, Louis</td>
<td>6</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sanders, Robert</td>
<td>6</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rutledge, Paul</td>
<td>6</td>
<td>6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

E. Other Full-Time Faculty: During the self-study year (2008-200), another full-time tenured faculty, Dr. Richard Larkin of the MSRP program, taught a public administration course (Policy Evaluation Policy Analysis and Evaluation (POLS 6204) and an adjunct David Basil was hired to teach Administrative Law (POLS 6205) while Dr. Howe was on sabbatical
Table 5.4
Other Full-Time Faculty Teaching Core Courses

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank and Title</th>
<th>Administrative Unit</th>
<th>Degree and Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Larkin, Richard (2008)</td>
<td>Associate Professor Political Science</td>
<td>College of Arts and Sciences</td>
<td>Ph.D. Pub Admin.</td>
</tr>
</tbody>
</table>

5.2 Professional Qualifications

For the year preceding the self study year, all full-time faculty members held doctorate degrees in their areas of specialty.

Table 5.5
Percent Full Time Faculty Holding Doctorate Degree

<table>
<thead>
<tr>
<th>Date</th>
<th>Full-time Faculty Holding Doctorate Degree</th>
<th>Other Full-time Faculty Holding Doctorate Degree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>100%</td>
<td>NA</td>
<td>100%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>100%</td>
<td>NA</td>
<td>100%</td>
</tr>
</tbody>
</table>
5.3 Practitioner Involvement

A. Instruction by Practitioners: A practitioners (attorney) was used to teach one required public administration courses during the self study year, but none were used the year preceding. Practitioners are frequently used as guest speakers in numerous courses.

**Practitioner Instructor**
David Basil 2009 Attorney POLS 6205 Administrative Law J.D.

**SELF-STUDY YEAR AND PREVIOUS YEAR**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number (%) of required courses taught by full-time faculty</td>
<td>12 (100%)</td>
<td>11 (91%)</td>
</tr>
<tr>
<td>Number (%) of required courses taught by part-time faculty</td>
<td>0 (0%)</td>
<td>1 (9%)</td>
</tr>
</tbody>
</table>

B. Practitioner Involvement Other than Teaching: The MPA program is committed to the involvement of practitioners in its operation. Practitioners are often invited as guest lecturers to our classes. Our students have always expressed positive comments about practitioners' involvement in their courses. Our MPA program is also assisted by an Advisory Board. The Board contains community and government practitioners. The Board meets every other year and serves as an advisory body for program activities and operation. The Advisory Board helps the program mission development, assessment and revision, curriculum development, program improvement, liaison and networking for our student, assistance with new student orientation, career development, and other activities. Practitioners help publicize the program and recruit students. They also help us to place our interns and recruit our graduates.

Several of our faculty members are also directly involved in the practical dimensions of our field. For example, Dr. Stan Caress, MPA Director, serves as Director for the Murphy Center for Public Service, which has close ties with both municipal and county government. This Center conducted three studies for local governments in the past five years. It also coordinated with local government officials to organize two major conferences on water resources. Dr. Rob Sanders also conducted an earlier study for the City of Carrollton on "Agency-Client Relations," and a position classification analysis for the City of Bowdon. Dr. Louis Howe has been actively involved and served on the Board of Directors for the West Georgia Habitat for Humanity. Dr. Caress and Dr. Sanders also had previously conducted a job classification and compensation study for the Chattahoochee-Flint Regional Development Commission. In the future, the Murphy Center will continue to assist government, non-profit agencies, and community organizations by providing applied research and technical assistance as well as civic education. Many public administration faculty will also be involved in providing such outreach services.

5.4 Faculty Quality

A. Faculty Data Sheets: Provided in Volume II of this report.
B. Promotion and Tenure: Promotion and tenure are regulated by the standards of the larger university. Categories of performance and evidentiary sources for each are established at the institutional level. Within these guidelines, each department identifies the evidentiary sources of importance to their respective disciplines and spells out the meaning of accomplishment under each category. The Department of Political Science and the College of Arts and Sciences use three criteria for tenure and promotion of the faculty members. These criteria are Teaching, Service to the Institution, and Professional Growth and Development. The process of promotion and tenure includes several evaluation elements and decision points. The tenured faculty of the department vote on candidates, and evaluation reports are written by both the tenured faculty and the department chair. With public administration faculty, an evaluation is also written by the MPA Director. All reports are keyed to the department promotion and tenure guidelines. An Arts and Sciences committee composed of representatives of all departments reviews and votes on all candidates. The Arts and Sciences committee recommendations are sent to both the Dean and to the Vice President for Academic Affairs. The Dean also makes an evaluation and forwards the recommendation to the Vice President.

Teaching: The teaching of each faculty member is evaluated on the basis of peer and/or student evaluation through classroom visits and reviews of a teaching portfolio. Teaching is understood to include not only classroom performance, but other factors such as preparation, syllabi and other course materials, graded assignments, effective testing, staying current in the discipline, student academic and career counseling, and curriculum improvement.

In preparing the portfolio, candidates include the items listed below to document teaching. Candidates for tenure should include material collected since initial date of employment. Candidates for promotion should include material collected since tenure (for those seeking promotion to Associate Professor), or the latest promotion (for those seeking promotion to Professor).

♦ A summary of student evaluations from all classes that evaluated the candidate using departmental forms

♦ Sample course syllabi, assignments, and examinations

♦ Documentation of other achievements relevant to teaching, such as awards, funded grants, and/or curriculum development

♦ Letters from former students
**Service to the Institution:** It is expected that a faculty member will be able to demonstrate contributions—related to the faculty member’s area of expertise—in one or more of the following areas: department, college, university, profession, or community. Examples of Service to the Institution are: holding office in professional organizations; chairing sessions at professional meetings; serving on departmental, college, and university committees; conducting workshops and presentations, service-related consultation work or technical assistance, advisement of student organizations, mentoring colleagues, and in general, any other activity that advances the best interest of the university. Service activities are subject to qualitative judgments, and the quality of service takes precedence over simply a long list of committee memberships.

**Professional Growth and Development:** A continuous record of published work is expected of candidates for promotion. Published work can include: books, journal articles, book chapters, monographs, and review essays. Publication outlets are expected to be peer reviewed. Faculty are also expected to make presentations at learned societies and professional organizations. Receipt of competitively awarded grants or fellowships are also considered in the promotion and tenure review. Other scholarly examples include: honors and awards for research, scholarship, or other creative activities and memberships on editorial boards. The candidate's claim of high quality should be supported by evidence showing one or more of the following:

- that the work has been the subject of post publication reviews,
- that the work has been frequently cited or cited in important publications,
- that the candidate has been invited to submit the work on the basis of his or her standing in the field,
- that the work has brought significant distinction to the author and to the University,
- that the work has won a significant prize or award,
- that the work has been widely distributed and has had a significant impact on the profession or discipline,
- that the work has significantly contributed to the advancement of knowledge and affected the thinking and debate that occurs in the scholarly community or in the public or private sector.

In exceptional circumstances, the committee may recommend tenure, notwithstanding the deficit in publications, based on its own qualitative review of the candidate and/or its own judgment of the candidate's standing in the broader academic community.

Promotion to Professor requires roughly the same amount of material for promotion to Associate Professor.
5.41 Instruction

A. Quality of Instruction: All MPA faculty are committed to high quality teaching. The MPA program prides itself on having been able to realize and maintain this commitment. The 2008 MPA Alumni and Student Surveys results suggest that the quality of teaching is high. A large majority of the student respondents characterize the MPA program as either excellent or good. Class evaluations consistently rate the faculty overall effectiveness as either “good” or “outstanding”.

The Exit Surveys from graduating MPA students also support the claim of quality teaching. Students have consistently expressed their pleasure with the quality of teaching and the availability and accessibility of MPA professors.

<table>
<thead>
<tr>
<th>How Effective Has the Instruction Been With Respect to:</th>
<th>Not Very Effective %</th>
<th>Somewhat Effective %</th>
<th>Very Effective %</th>
<th>N</th>
<th>% Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Service Values</td>
<td>0</td>
<td>22.6 (7)</td>
<td>77.4 (24)</td>
<td>31</td>
<td>100</td>
</tr>
<tr>
<td>Conceptual Understanding</td>
<td>3.2 (1)</td>
<td>25.9 (8)</td>
<td>70.9 (22)</td>
<td>31</td>
<td>100</td>
</tr>
<tr>
<td>Research and Analytical Techniques</td>
<td>0</td>
<td>38.7 (12)</td>
<td>61.3 (19)</td>
<td>31</td>
<td>100</td>
</tr>
<tr>
<td>Integration of Academic Concepts and Practice</td>
<td>6.5 (2)</td>
<td>38.7 (12)</td>
<td>54.8 (17)</td>
<td>31</td>
<td>100</td>
</tr>
<tr>
<td>Written and Oral Communications Skills</td>
<td>3.2 (1)</td>
<td>48.4 (15)</td>
<td>48.4 (15)</td>
<td>31</td>
<td>100</td>
</tr>
</tbody>
</table>
Aside from student assessment, MPA faculty have received teaching awards. Dr. Robert Sanders has received the UWG Outstanding Faculty of the Year award.

We also monitor teaching effectiveness in more traditional ways. All faculty, both full-time and part-time, are evaluated by their students each semester. The primary purpose of these evaluations is self-improvement of the faculty. The Chair also uses these evaluations as a criterion for tenure, promotion, and merit raises.

The final element of teaching assessment is the faculty's evaluation of the Exit Paper. The overall mean score of 7.35 (on a scale of 0 to 10) suggests some areas where work needs to be undertaken to improve coherence and focus of the program. The mean score is an average of three dimensions: linkage of course work with an applied problem; organization and style of the paper; and verbal presentation and responsiveness to questions. In effect, the faculty seek a sound connection between theory and practice that is effectively articulate in verbal and written communications. The professional seminar is being restructured to include pre-enrollment instructions and expectations.

B. Workload Policy: The normal full-time faculty teaching assignment is three courses per semester. Faculty can also elect to teach one or two courses during summer. In addition to regular teaching courses, faculty may accept directing independent studies which are not counted in the official teaching load. Graduate courses at UWG are all counted as three-hour courses.

Toward the end of their program, graduate students write a thorough scholarly paper (exit paper) which adds to the faculty workload. Core MPA faculty oversee several students enrolled in Professional Seminar POLS 6286 (exit papers) each year even though this is not reflected in their official teaching load.

Dr. Caress (Program Director) teaches four courses a year plus an additional summer course. He also teaches numerous Professional Seminar POLS 6286 courses each semester for both exit papers and internships, which are not reflected in his formal teaching load.

Only one section of a course is offered a semester. Therefore, the number of faculty preparations in a semester is equal to the number of courses they teach. Since some courses are offered every year and others only every other year, annual preparations by a faculty varies from three to five per year.

C. Class Size:
### Table 5.7 Core Course Class Size

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1-9</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10-19</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>20-29</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>30-39</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>40-49</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Over 50</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Table 5.8 Elective Class Size

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1-9</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10-19</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>20-29</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>30-39</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>40-49</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Over 50</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### D. Actual Credit-Hours Taught:

### Table 5.9

<table>
<thead>
<tr>
<th>Nucleus Faculty Member</th>
<th>Year: 2007-2008</th>
<th>Year: 2008-2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grad</td>
<td>Under-Graduate</td>
</tr>
<tr>
<td>Caress</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>Lee</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Howe</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Sanders</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Sewell (Rutledge)</td>
<td>6</td>
<td>12</td>
</tr>
</tbody>
</table>

43
5.42 Research

During the last five years (2004-2009) the MPA faculty has been very active in producing scholarly and professional publications. These publications include scholarly journal articles, book chapters, funded research projects, professional reports, and conference presentations. (See faculty curriculum vitae in Volume II of this report).

During the past five years the MPA faculty have published 13 articles, 2 book chapters, and a number of book reviews. The faculty have also delivered over 23 presentations in scholarly conferences. Six research grants were obtained by the faculty during this period. Dr. Howe received a Fulbright Award that funded his leave. In addition to these publications, MPA faculty contributed to two professional reports prepared by the Murphy Center for Public Service for the cities of Douglasville and Carrollton.

5.43 Experience and Service

The MPA faculty has been very active in providing services to the university, community, and our professional organizations. The university administrators have regularly requested the professional help of the MPA faculty. For example, Dr. Sanders has chaired the Learning Resources Committee and served on other committees such as Post Tenure Review Appeals Committee, Arts and Sciences Advisory Committee, and Faculty Senate. Dr. Howe serves on the Honors Program Committee and has been involved with the Learning Community Program and Writing Across the Curriculum. Dr. Sewell serves as an Advisor for NAACP. In addition, the faculty serve on various other university committees.

The MPA faculty are particularly committed to providing service to our professional community. Dr. Sanders and Caress have both served on the Board of Georgia ASPA. Dr. Sanders and Dr. Caress have produced professional reports for the cities of Bowdon and Carrollton.

5.5 Faculty Diversity

A. Diversity Plans: In advertising positions, we go beyond the normal political science and public administration listings to direct mailings to institutions that turn out disproportionately high numbers of minorities. We remain committed to hiring and retaining minorities. During much of the preceding period the faculty of the MPA had substantial minority representation with an African-American and an Asian member of the faculty. The University of West Georgia has an affirmative action that seeks qualified minority applicants for all faculty positions. This formal diversity plan augments the program's informal efforts to attract minority candidates, which are considerable. It is our intent to continue efforts to develop and expand beyond the university's diversity plan.
B. Diversity Data:

<table>
<thead>
<tr>
<th>Faculty *</th>
<th>AA/EEO/ADA Category**</th>
<th>Rank</th>
<th>Tenure Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 06-on</td>
<td>Asian Male</td>
<td>Assistant Professor</td>
<td>Tenure Track</td>
</tr>
<tr>
<td>B 04-08</td>
<td>African-American Male</td>
<td>Associate Professor</td>
<td>Tenured</td>
</tr>
</tbody>
</table>

*Faculty listed by letter.

C. Faculty Searches: The MPA program has hired two faculty members within the last four years. Dr. Sooho Lee (a faculty member who is Korean) was hired as a full-time, tenure track faculty assistant professor position for the Fall of 2006. Dr. Said Sewell, an African American male, left the university at the conclusion of 2008 and Dr. Paul Rutledge, a Caucasian male, was hired as a tenure track assistant professor for Fall 2009.
STANDARD 6.0 - ADMISSION OF STUDENTS

6.1 Admission Goals and Standards

A. Mission, Assessment and Guiding Performance: There are several elements of our mission statement and philosophy that guide our admission policy. First, we believe the "program serves the diverse community that is West Georgia." Hence, we have a regional mission. The average African American population in Carroll County and other surrounding counties is 20 percent. We want our student body to reflect the population diversity that characterizes West Georgia. We "serve the region" and "improve the knowledge and skills of in-service managers and prepare pre-service students for management roles or further study." Students with an interest in general management careers in the public service are sought. A disproportionate number of enrollees are in public service and have demonstrated their commitment. The motivations and aspirations of pre-service students are ascertained through their applications and interviews. We also believe that we have an outcome assessment process and student support network in place that assures high quality graduates. Although we admit both pre-service and in-service students, the vast majority of our admissions are in-service. Thus, we admit a high proportion of practitioners and take into account professional experience during the admission process. In addition, we consider an applicant's work experience, strengths, and weaknesses.

B. Admission Process: A prospective student seeks admission by filling out an application and sending it to the Graduate School for processing. Once all the paperwork (transcripts, GRE Scores, three letters of reference) is complete the file is forwarded to the MPA Director for review. The Graduate School requirements for admission are a 2.5 GPA on a 4.0 scale and a total of 800 on the verbal and quantitative parts of the GRE. The Director reviews the packet for qualifications. Those falling below both GPA and GRE minimums are automatically rejected at the Graduate School level. Rejected applicants who meet one of the two minimums, and does not fall below 350 on either half of the GRE or a 2.2 GPA, a formula is applied that multiplies the GPA times 100 and adds the result to the GRE score. Total of 1000 or more derived from the formula are also sent to the Director. Applicants who have not taken the GRE but who have a 2.5 or better GPA can be considered by the MPA program admissions committee for temporary admission pending the outcome of the GRE. If the Graduate School or the Director deny admission, the applicant can petition the Graduate School appeals committee. Because the Director must support the applicant's appeal, the only cases with a serious chance of success are those involving a rejection by the Graduate School on the basis of failing to meet the minimum standards. In deciding whether to support an appeal, the Director considers the applicant's background and career interests and consults with other faculty members. If the petition is accepted by the MPA graduate committee, the Director sets the requirements for a probationary term for an applicant, usually in terms of class performance in up to 12 course credits over one or two semesters. Such an admission is referred to as "provisional." Admission policies, standards, and practices are consistently applied to full-time students, (pre-service or in-service), part-time students, students with non-traditional backgrounds, transfers, minorities, women, and individuals with disabilities. Admission to the MPA Program requires an undergraduate degree in any discipline and acceptance by the UWG Graduate School.
Students can transfer up to six credit hours into the program. The consideration of where the transfer hours fit in the curriculum is that of the MPA Director. Generally, the program is positive and receptive to transfers where the applicant illustrates a fit between past course work and the core or elective track.

C. Representation: As noted earlier, the MPA Program is characterized by significant student diversity. The primary way we recruit minorities is through word of mouth. African American graduates and students are enthusiastic about the program and share this enthusiasm with their friends and colleagues at work. When asked why they chose UWG, minority applicants usually list several minority student (or graduate) friends that have recommended the program. The UWG MPA Program is valued because it offers classes at convenient times and locations, has small classes, supports minorities, and develops skills and knowledge. The program promotes retention through networking that begins at student orientation and ends with the oral defense. Retention is also promoted through personal contact with faculty and mentoring. The best type of mentoring among graduate students tends to be informal. Informal student activities also support retention. We have learned that for many courses, students have an informal class electronic distribution list where they discuss each class and support each other in the process. It appears that this informal electronic communication among students builds bonds. Minority students are particularly active on these distribution lists.

Furthermore, the new Dean of the College of Arts and Sciences, which oversees the Department of Political Science, is an African. He also has a Ph.D. in Political Science and is a de facto member of the department’s faculty. The institution has moved to the forefront in the Georgia University System with the number of minority students admitted to graduate school. The new Dean will certainly enhance recruitment of African-Americans, other minorities, and international students.

6.2 Baccalaureate Requirement

Applicants without a baccalaureate degree from a regionally accredited institution would not be considered for admission. Occasionally UWG students in the last semester of their senior year are admitted contingent upon graduation.

6.3 Admission Factors

A. Admission Factors: To be admitted to the Graduate School applicants must have a GPA of 2.50 (4.0 scale) and a GRE score of 800 or above. Those meeting the minimum requirements are considered “regular admission.” Those without the GRE may be admitted as a “non-degree status seeking student” and can take up to nine credit hours before taking the GRE. Those with less than the minimum performance may be admitted as “provisional.” The MPA faculty met in 2008 and determined that an applicant’s composite of GPA and GRE totals must reach 1050 in order for the student to be eligible for admission as a provisional student. In calculating and presenting applications and admissions over the last six years, non-degree status seeking and provisionals are grouped together under the NASPAA category of “probationary.”
For international students a score of 550 on the TOEFL is required. The TOEFL is required for international students regardless of the location of their baccalaureate degree and regardless of their proficiency in English.

<table>
<thead>
<tr>
<th>School Year</th>
<th>GPA</th>
<th>GRE</th>
<th>V</th>
<th>Q</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>2.85</td>
<td>421</td>
<td>483</td>
<td>904</td>
<td></td>
</tr>
<tr>
<td>2007-2008</td>
<td>2.57</td>
<td>447</td>
<td>450</td>
<td>897</td>
<td></td>
</tr>
</tbody>
</table>

B. Admissions Record: As Tables 6.2 – 6.5 show, over the self study year and the three preceding years, the UWG MPA Program admitted between 9 (07-08) and 16 (06-07) students. Consistent with our mission, minority and female representation is substantial. For example, female enrollment exceeded male enrollment in every year and 36 percent of the total number of students that enrolled were minority. In addition, approximately half of our students enroll part time.
### Table 6.2

**Admissions Data 2008-2009 Academic Year**

<table>
<thead>
<tr>
<th>Applicant</th>
<th>Minority Female</th>
<th>Minority Male</th>
<th>White Female</th>
<th>White Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Admission</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Probationary Admission</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Denied Admission</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Registered Full-time</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Registered Part-time</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

### Table 6.3

**Admissions Data 2007-2008 Academic Year**

<table>
<thead>
<tr>
<th>Applicant</th>
<th>Minority Female</th>
<th>Minority Male</th>
<th>White Female</th>
<th>White Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Admission</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Probationary Admission</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Denied Admission</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Registered Full-time</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Registered Part-time</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>

### Table 6.4

**Admissions Data 2006-2007 Academic Year**

<table>
<thead>
<tr>
<th>Applicant</th>
<th>Minority Female</th>
<th>Minority Male</th>
<th>White Female</th>
<th>White Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Admission</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Probationary Admission</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>Denied Admission</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Registered Full-time</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Registered Part-time</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>9</td>
</tr>
</tbody>
</table>

### Table 6.5

**Admissions Data 2005-2006 Academic Years**

<table>
<thead>
<tr>
<th>Applicant</th>
<th>Minority Female</th>
<th>Minority Male</th>
<th>White Female</th>
<th>White Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Admission</td>
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<td>0</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Probationary Admission</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Denied Admission</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Registered Full-time</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Registered Part-time</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>7</td>
</tr>
</tbody>
</table>
C. Probationary Student Assessments: Students that do not meet all Graduate School and MPA requirements may be admitted on a conditional basis. Students that deviate marginally from the above conditions (e.g., GPA 2.4 and GRE 1010) are admitted by the Program Director. In these cases the conditions of admission generally include maintaining a GPA in the program (3.00 in first 9 hours).

Student admission in these cases is referred to a MPA Director who can confer with a faculty committee for approval. In these instances the applicant is required to supply additional evidence that they have the potential to succeed in the program. This generally entails a meeting with the Program Director, letters of recommendation, work experience, documentation of additional course work. Letters of recommendation from past or current students are particularly useful. Graduates and current students understand the course requirements and know the abilities of the applicant. The Program Director must sign off on the form before a candidate can be admitted.

D. Enrollment/Size of Program: Provide the following table covering the self-study year and three preceding years.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>TOTAL</th>
<th>Minority</th>
<th>Female</th>
<th>Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>14</td>
<td>17</td>
<td>31</td>
<td>12</td>
<td>14</td>
<td>0</td>
</tr>
<tr>
<td>2007</td>
<td>18</td>
<td>9</td>
<td>27</td>
<td>13</td>
<td>14</td>
<td>1</td>
</tr>
<tr>
<td>2006</td>
<td>16</td>
<td>12</td>
<td>28</td>
<td>13</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>2005</td>
<td>11</td>
<td>12</td>
<td>23</td>
<td>8</td>
<td>13</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 6.6

PROGRAM SIZE--NUMBER OF STUDENTS REGISTERED IN FALL TERM
STANDARD 7.0 – STUDENT SERVICES

Student Services and Mission: The role of student services is captured through several mission elements. Related to the mission of educating in-service professionals and preparing pre-service students for careers in the public service, the Director of the program seeks to advise the two major student types on various career options. Advisement begins early with consultation about the appropriateness of the degree for the student’s aspirations. After the student commits to the program, there is continuous interaction on the purpose of the undertaking and how it relates to the establishment of a career or the enhancement of an ongoing one. The MPA Advisory Board has been involved in talking to both prospective students and those in the program about the nature of the MPA and related career.

Since most of our students have full-time jobs, we place more importance on networking and developing professional ties than placement. We believe that networking and ties to professional associations are critical components of long-run career success. This commitment is found in our mission statement. “The program is distinguished by student interaction with the public through service activities for governmental, non-profit, and community organizations,” and “forums and presentations on community needs.” Exit surveys revealed that recent graduates felt that networking opportunities were extremely important and that the MPA program provided students with professional networking opportunities.

7.1 Advisement and Appraisal

A. Advising System: The UWG MPA Program provides continuous advisement to students in a variety of areas including choice of courses, career guidance, and academic progress. The formal process begins with a student orientation, which is held at the beginning of the Fall semester. Students receive a printed orientation book and a detailed orientation from the MPA Director and the MPA faculty about Program courses and options. Students who do not attend the orientation are contacted by the MPA Director and given an individual orientation.

After the initial orientations are held, the central point of advisement is the Director. All MPA students receive continuous advisement from the Director and other MPA faculty through their courses. Students are updated about deadlines and program requirements through the MPA list serve. Students are also sent to other faculty members to talk about the various aspects of educational experience relative to the substance and direction of their ambitions. Specialization of advice is sought. Over time, it is expected that educational goals will become more refined and direction more focused. Overall, students appear to be quite satisfied with the quality of advising. Anecdotal feedback and more formal assessment measures such as the graduate surveys support this claim.

Careful and detailed course advisement is very important for two reasons. The small student body limits the number of courses that can be offered, so a careful sequencing of courses and matching of student schedules with that sequence is important. Second, the selection of track electives involves a wide range of courses across many disciplines and requires a great deal of consultation and planning. There is every attempt to secure a long-term plan for course enrollments with the students by the Director. The context for all advisement is the overall
nature and intent of the program. Insofar as possible, all advice and decisions about individual cases are related to program objectives and to the individual interests of the student.

There are both formal and informal aspects of assessing and conveying academic progress. Formally, the routine recording of progress with respect to grades and completion of courses is a duty of the Director. The Graduate School is also involved through notification if the student falls below the minimum grade and by means of responsibility for processing degree plans. Informally, there is continuous consultation on both the long-term plan for course enrollment in the core and the track electives and the relationship of work undertaken to career objectives. Advising becomes particularly important before and during the professional seminar. At this stage, it is expected that the student begin to think about the relationship between coursework and the internship or the ongoing career experience. After consultation with the student, a committee of three members is created to guide the student’s Exit Paper.

B. Financial Assistance: While financial aid is available through the university, the overwhelming majority of the MPA students are in-service students. They already hold full time jobs and are enrolled in evening classes. MPA students (primarily pre-service students) are eligible to serve as teaching assistants for the Department of Political Science. UWG graduate students must be enrolled in 9 credit hours per semester to be eligible to receive an assistantship. Graduate assistants receive a tuition waiver and $3000 per academic semester. The Department does not award research assistantships. The MPA program and Political Science Department fund one scholarship for an MPA student for their accomplishments in public service.

<table>
<thead>
<tr>
<th>Year</th>
<th>Teaching Assistant</th>
<th>Research Assistant</th>
<th>Scholarship</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2007-2008</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2006-2007</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2005-2006</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>
C. Student Attrition: The MPA program has had a moderate rate of attrition over the years. Since the program is primarily offered in the evening and students can often take as few as one course per semester, it can be said that the majority of our MPA students eventually graduate. However, they may take a few extra years to complete their program.

The MPA program faculty works hard to keep our students enrolled. We advise them to reduce their course loads or leave the university for a semester when their workloads increase beyond their capability to handle the increase.

Table 7.2 illustrates the number and percentage of students that are no longer active in the MPA Program. This number includes students that have temporarily dropped out of the program.

<table>
<thead>
<tr>
<th></th>
<th>Full-time Number</th>
<th>Full-time Percent</th>
<th>Part-time Number</th>
<th>Part-time Percent</th>
<th>Total Number</th>
<th>Total Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minority Female</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>18</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>Minority Male</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>18</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>White Female</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>35</td>
<td>6</td>
<td>35</td>
</tr>
<tr>
<td>White Male</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>29</td>
<td>5</td>
<td>29</td>
</tr>
<tr>
<td>Total No Longer Active</td>
<td>0</td>
<td>0</td>
<td>17</td>
<td>100%</td>
<td>17</td>
<td>100%</td>
</tr>
</tbody>
</table>

7.2 Placement Service

A. Placement Assistance: Each MPA faculty member provides career guidance to our MPA students through informal interactions and assistance with resumes, contacts, advice on job lists, and interviewing skills. The Director seeks career opportunities for students through informal networking with government and non-profit officials in the region. Most of the MPA faculty are members of professional organizations such as the American Society for Public Administration (ASPA). The MPA faculty strongly encourages our MPA students to join these organizations as student members because these professional organizations often provide job assistance to new students seeking entry into city management, state and federal service etc.
It should be mentioned that most of our MPA students are in-service students and already hold jobs in either state or local government. Much of our career counseling for in-service students is aimed at helping them move up in the organizations in which they are employed.

MPA students have access to a wide variety of career related programs and services through the University’s Office of Career Services, which provides assistance and services such as how to write a resume, how to do research to find a job, and how to interview with a prospective employer. These services are provided to both undergraduate and graduate UWG students. In addition, career assessment instruments and computerized career guidance programs are available for use by MPA students.

B. Number of Graduates: Over the last four academic years the MPA Program has graduated 34 students for an average of about 9 students per academic year in the last 3 years. There is significant diversity among graduates. For example, in 2004-2009 approximately 42 percent of our graduates were minority and 52 percent were women.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Total Graduates</th>
<th>Minority Graduates</th>
<th>Female Graduates</th>
<th>Graduates w/ Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>11</td>
<td>5</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>2007-08</td>
<td>9</td>
<td>6</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>2006-07</td>
<td>10</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>2005-06</td>
<td>4</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>34</td>
<td>14</td>
<td>18</td>
<td>1</td>
</tr>
</tbody>
</table>

C. Follow-Up of Graduates

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>ID</th>
<th>Employment</th>
<th>Gender</th>
<th>Race/ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>1</td>
<td>Sanford University Law School/Student</td>
<td>Female</td>
<td>Caucasian</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>UWG University Police Department</td>
<td>Male</td>
<td>Caucasian</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>Newnan Municipal Planning Dept</td>
<td>Female</td>
<td>Caucasian</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>N/A</td>
<td>Male</td>
<td>Caucasian/disable</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>Social Security</td>
<td>Female</td>
<td>African American</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>N/A</td>
<td>Male</td>
<td>African American</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>N/A</td>
<td>Male</td>
<td>African American</td>
</tr>
<tr>
<td>8</td>
<td>8</td>
<td>University of West Georgia</td>
<td>Female</td>
<td>African American</td>
</tr>
<tr>
<td>9</td>
<td>9</td>
<td>Homemaker</td>
<td>Female</td>
<td>International Ca</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>Private Business</td>
<td>Female</td>
<td>Caucasian</td>
</tr>
<tr>
<td>11</td>
<td>11</td>
<td>Highland College</td>
<td>Female</td>
<td>African American</td>
</tr>
<tr>
<td>12</td>
<td>12</td>
<td>Wal Mart</td>
<td>Male</td>
<td>Caucasian</td>
</tr>
<tr>
<td>2007-08</td>
<td>13</td>
<td>Mississippi State University/Student</td>
<td>Male</td>
<td>Caucasian</td>
</tr>
<tr>
<td></td>
<td>CNN</td>
<td>Female</td>
<td>Caucasian</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>------</td>
<td>--------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>N/A</td>
<td>Male</td>
<td>African American</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>CDC</td>
<td>Male</td>
<td>African American</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>State Dept of Family and Children (DFAC)</td>
<td>Female</td>
<td>African American</td>
<td></td>
</tr>
</tbody>
</table>

D. Graduate Summary Information

Table 7.5

Employment of Graduates

<table>
<thead>
<tr>
<th>Employment Sector</th>
<th>Percent</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>70% of employed</td>
<td>7</td>
</tr>
<tr>
<td>Private Sector</td>
<td>30% of employed</td>
<td>3</td>
</tr>
<tr>
<td>N/A</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Other or in school</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Total (n=17)</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Table 7.6

Ethnic Profile of Graduates (n=17)

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anglo</td>
<td>52</td>
</tr>
<tr>
<td>African American</td>
<td>48</td>
</tr>
<tr>
<td>Hispanic</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
</tr>
<tr>
<td>Total (n=32)</td>
<td>100</td>
</tr>
</tbody>
</table>
STANDARD 8.0 - SUPPORT SERVICES AND FACILITIES

Support Services and Mission: The facilities and budget are sufficient to support our mission of preparing students for managers and leaders in the public service, outreach activities, and research. The office space and technological support make it possible for MPA faculty to have frequent contacts with students. The facilities also support links to professional associations and organizations which in turn enhances professional development.

8.1 Budget

A. Budget Process: As was the case with our previous self-study the budget is prepared by the Chair of the Political Science and Planning Department. It is usually prepared in April for the coming academic year that begins in August. The Chair first consults with the MPA Director who, in turn, consults with the MPA faculty. All requirements and needs are passed on to the Chair of the Department of Political Science and Planning in the form of recommendations. The Chair has been very responsive to public administration requests. The Chair completes and submits the public administration budget request to the Dean of the College of Arts and Sciences after review and discussion.

B. Budget Sufficiency: Most budget elements related to the MPA program are embedded in the political science document. Thus, there is no way to completely separate out Public Administration expenditures. The budget for the program is entirely from state appropriations. Faculty salaries and other personnel items are the largest element of shared costs, but travel and other budget categories are also merged with the larger political science budget.

In 2009, the five faculty who comprise the MPA nucleus will earn a total of $282,144. Some of the senior faculty have been with the department for years and thus their earlier salaries, over the past four years, would simply reflect individual merit and across-the-board salary increases. In the AY 2008-09 there were no salary raises and there will be none in 2009-10. All faculty may be required to have a 3 days furlough during Fall 2009 which will result in a loss of pay yet to be determined. In prior better years, the MPA faculty have received raises of about 3% per year. Some senior members received salary compression adjustments in addition to these merit pay increases.

Thus, we do feel that despite recent cuts our program has “financial resources sufficient to support its stated objectives.
Table 8.1 shows the Department of Political Science's budget for the self-study year and three preceding years.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>$850,630</td>
<td>$826,270</td>
<td>$865,233</td>
<td>$1,003,043</td>
</tr>
<tr>
<td>Travel</td>
<td>$9000</td>
<td>$9000</td>
<td>$9000</td>
<td>$9000</td>
</tr>
<tr>
<td>Operations</td>
<td>$13,261</td>
<td>$13,261</td>
<td>$13,261</td>
<td>$13,261</td>
</tr>
<tr>
<td>Total</td>
<td>$872,891</td>
<td>$848,531</td>
<td>$887,494</td>
<td>$1,025,304</td>
</tr>
</tbody>
</table>

Total Budget Projected for 2009-10 is $970,171 which reflects Mandatory State Cuts

C. Salary Information: Table 8.2 shows salary data for all nucleus faculty for the self-study year.

<table>
<thead>
<tr>
<th>RANK</th>
<th>NUMBER</th>
<th>MEAN</th>
<th>MEDIAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>3</td>
<td>$62,388</td>
<td>$61,216</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>0</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>2</td>
<td>$47,490</td>
<td>$47,490</td>
</tr>
</tbody>
</table>

8.2 Library Services

A. Library Support: The Irvine Sullivan Ingram Library houses 370,896 bound volumes of books, documents, and periodicals. In addition, its website provides access to a wide range of academic and governmental resources. Moreover, it has access to there are some 23,706 reels of microfilm, a limited audiovisual collection, more than 1,040,266 pieces of microforms, 19,362 maps and charts, and 28,498 volumes/pieces and 315 linear feet of manuscript materials in special collections. The Ingram Library current subscribes to 1387 paper magazines and newspapers. It is the Sixth Congressional District selective depository for over 208,215 United States government publications.
The library is open approximately 85 hours per week during the fall and spring semesters. Reference service is available during all library hours. An on-line catalog that can also be accessed from off campus provides information on the library's holdings. Furthermore, off-campus Library Services ensure that students enrolled in courses at the University's remote class sites, or from their homes receive the same level of library support as those at the Carrollton campus. Library Services at UWG are among the most advanced in the state of Georgia. The Ingram Library's participation in the University System of Georgia's GIL (Georgia Interconnected Libraries) project provides automated services for its patrons. Circulation, reserves, interlibrary loans, Special Collections, government documents, and serials are available through the Library's world-wide web homepage, and its' online public access catalog (OPAC). Through PEACHNET library users-faculty, students or the general public-have access to GALILEO (Georgia Library Learning Online) which includes the catalogs of all system libraries and full-text journal and encyclopedia databases. Ingram Library provides a wide range of additional electronic resources to its' students and faculty, with web-based indexes to all electronic materials. All licensed, electronic materials are available to students and faculty from any computer with an Internet connection. Students and faculty can be issued Joint Borrowers' Cards allowing them circulation privileges at the other 33 University System of Georgia Libraries. The Ingram Library also provides access to the research libraries of the Atlanta area through West Georgia's membership in ARCHE-the Atlanta Regional Consortium for Higher Education.

Library support facilities include seminar and conference rooms, lockable faculty carrels, hundreds of individual study carrels, facilities and equipment for microform reading and copying, the Annie Belle Weaver Special Collections Room, large areas for reference, periodic materials, maps, and the circulating book collection. Audio and video cassette players and photocopiers are also available to assist students and faculty with their study and research needs. The Library provides over 1,000 seating spaces for students and faculty.

Analysis
Given that the field of Public Administration is eclectic, drawing from many fields, a decision was made to delimit the analysis, for the most part, to core public administration literature. Therefore, only portions of The Library of Congress Classification Outline Subclass JF, JK, JL, JN and JS were included in the analysis. Many functional Subclasses (e.g., HA, Statistics; HJ, Public Finance; HV7231-9920.5, Criminal justice administration; JQ, Political Institutions and public administration – Asia; K, Law; U, Military Science) were omitted.

Class J -- Political Science

Subclass JF Political institutions and public administration – General (delimited to Public Administration & Civil Service)
JF1338-2112 Public administration
JF (1411)-1521 Civil Service
Subclass JK  Political institutions and public administration – United States (delimited)
JK(401)-1685  Government, Public Administration
JK501-(901)  Executive Branch
JK631-(873)  Civil Service. Departments and Agencies
JK2403-9593  State government

Subclass JS  Local government. Municipal government – United States
JS55-67  History
JS141-271  Municipal government and local government

Other electronic databases & print journals that were reviewed include:

Indexes and Full Text Databases
Electronic Journals
Electronic Newspapers
Periodicals (print journals only listed)
Government Documents (Federal & State of Georgia)
Catalog of U.S. Government Publications
JSTOR (Full-text)
Lexis/Nexis Academic Universe
Public Affairs Information Service Bulletin/PAIS
Social Sciences Full Text
Electronic Newspapers (selected)
Chicago Tribune
Christian Science Monitor
Financial Times
Los Angeles Times
New York Times
Time Magazine
USA Today
Washington Post

Periodicals Collection (Following is a sample of core-related print journals.)
Administration & Society
Administrative Science Quarterly
American Review of Public Administration
The Bureaucrat
International Journal of Public Administration
International Review of Administrative Sciences
Journal of Comparative Administration
Journal of Public Administration Research and Theory
The Journal of Urban Analysis and Public Management
Public Administration Quarterly
Public Administration Review
Public Administration
Public Performance & Management Review
Southern Review of Public Administration
Government Documents: The Government Documents Department at the Irvine Sullivan Ingram Library of the State University of West Georgia is dedicated to serving the needs of its patrons by collecting and organizing government information products and providing access, instruction, and assistance in the use of these products. Obviously, there are many electronic journals that are available through direct web access. Thus, we feel that “the library collection relevant to the Masters degree program being reviewed, such as the size of collection relevant to public policy and administration,” is adequate.

Irvine Sullivan Ingram Library URLs: Selected

Homepage: http://www.westga.edu/~library

Indexes and Full Text Databases: http://www.westga.edu/~library/databases

Electronic Journals: http://www.westga.edu/~library/cgi-bin/libalhelp.cgi?check=0

Government Documents: http://www.westga.edu/~library/depts/govdoc

GALILEO Interconnected Libraries: http://gil.westga.edu

B. Library Program Role: Both the Irvine Sullivan Ingram Library Acquisition and Circulation Departments, along with the Office of Sponsored Operations and the Learning Resource Center contribute in varying ways towards “coordination between the library and program faculty in areas of acquisition, instruction, and research.”

The Office of Sponsored Operations is dedicated to helping faculty and staff at the State University of West Georgia obtain grant money from many different funding sources for advancements in research and other creative activities. OSO services include help with finding possible funding sources, help with preparing budgets and proposals, compiling and copying of a candidate's proposals, and assuring compliance with all applicable policies and procedures along the way. The Learning Resource Center provides faculty and students with instructional technology for classroom use as well as assistance with instructional design services. Learning Resources stocks and maintains a wide-ranging inventory of audio-visual technology from slide projectors and overheads to DVD players and LCD projectors. The URL for the LRC is: http://lrc.westga.edu.

8.3 Support Personnel

Personnel Assistance: The Department of Political Science and Planning employs one administrative assistant (secretary) who is assigned to both the Department and the MPA program. The administrative assistant is responsive to both the Chair and MPA Director. Student workers (i.e., work-study) are also available on a continuing basis.

Placement: The MPA Director is primarily responsible for the placement of pre-service students. However, the university does maintain a Department of Career Services. The URL is: http://careerweb.westga.edu
8.4 Instructional Equipment

A. Computer Support: Wireless service is available throughout the campus and campus computer labs are abounded with large facilities in the College of Business, the College of Arts and Sciences, the College of Education, and the University Community Center. The Community Center computer lab is an open lab for general use. Supported application software includes, but is not limited to:

- Adobe Acrobat
- Adobe PhotoDeluxe
- Endnote
- Microsoft Internet Explorer & Netscape Navigator
- Microsoft Office
- SPSS

Within the Department, all public administration faculty have a Dell GX110 Optiplex with Windows XP and are networked to a Minolta 3500 printer/copier. Some core faculty have Dell laptops acquired through a campus-wide competition. The Department also has Dell Inspiron 3800 laptop, one Dell Inspiron 7000, and two Dell Latitude laptops.

The MPA program maintains an extensive web site at: http://www.westga.edu/~polisci/mpa

Computing Environment: Information Technology Services (ITS) is the primary and most comprehensive provider of the campus information technology infrastructure, offering a broad spectrum of information technology services to a technically diverse spectrum of campus clients. At the most basic level, ITS provides students, faculty, and staff with a campus pipeline and a continuously expanding Campus Wide Network, supported by a cluster of centrally administered servers and services and a wide variety of User Support Functions and Services to maximize the value of these resources to the UWG user community.
B. Audio-Visual Support:

The classroom that is primarily used for MPA seminars is Room 111. This room also functions as a conference room where departmental meetings are conducted. This room is equipped with:

Large Screen Monitor
VCR/DVD
Overhead projectors

All rooms in the Pafford Building where all elective courses are taught also have similar equipment.

8.5 Faculty Offices

Office Arrangements: All public administration faculty have their own private offices. Each office includes a desk, executive chair, other chairs, bookcase, phone, networked computer and file cabinet.

We feel that faculty offices do "provide adequate space and privacy for student counseling, course preparation, and other faculty responsibilities."

The MPA faculty have been housed in the Pafford Building for the past two decades.

8.6 Classrooms

Classroom Arrangements: The classroom that is primarily used for MPA seminars is Room 111. This room also functions as a conference room where departmental meetings are conducted. Other classrooms in the Pafford Building (where most electives are taught) are properly equipped. A computer lab is available and used for the Research Methods course.

8.7 Meeting Area

Meeting Area Arrangements: The Department of Political Science has a lounge which shared by undergraduate political science majors and MPA graduate students. The seminar room, when not in use, is also used by faculty and students for consultation purposes. The UWG campus offers many locations where students and faculty are able to informally meet. Two, in particular, include:

University Community Center: The UCC houses many retail operations.

Irvine Sullivan Ingram Library: Various meeting rooms and a lounge are available.

Both are conveniently located for our students and faculty.
STANDARD 9.0 OFF-CAMPUS AND DISTANCE EDUCATION

As indicated earlier in this document, the MPA degree is not awarded at off-campus sites. Selected course work is periodically offered in Newnan. All courses are taught by instructors from the home institution, and all services are maintained to the home campus standards.

Selected teaching and outreach activities are related to the mission of the program and the larger institution. Other graduate programs at the University of West Georgia are authorized to grant degrees at off-campus locations. However, the cycle of MPA courses offered at remote sites serves only maintains the visibility of the program in the service region. In the past consideration has been given to the possibility of creating remote sites in Newnan and Douglasville, but two factors act as deterrents to carrying out such a plan. First, there is a question about whether there is an adequate level of demand for the MPA degree in Newnan and Douglasville. Second, existing resources would be considerably stretched by an effort to provide a full and continuous presence elsewhere. If in the future, assessments of demand and resources illustrate favorable circumstances, an off-campus program in Newnan and Douglasville will be considered.

While there has been some discussion about offering on-line courses, no MPA on-line program has been developed and there are no e-courses available for MPA students. There has been some experimentation of offering on-line courses with mixed results. A substantial number of our students prefer the personal contact of face-to-face courses (Appendix B) and funding is not available to offer both an on-campus and an on-line section of the same course. Some course can make use of a campus distance learning office which has WebCT available for part of their class assignments.

9.1 Definition and Scope

Not applicable, since the MPA degree is not offered by the University of West Georgia at any off-campus sites.

9.2 Program Mission, Assessment and Guidance

Not applicable, since the MPA degree is not offered by the University of West Georgia at any off-campus sites.

9.3 Program Jurisdiction

Not applicable, since the MPA degree is not offered by the University of West Georgia at any off-campus sites.

9.4 Curriculum

Not applicable, since the MPA degree is not offered by the University of West Georgia at any off-campus sites.
9.5 Faculty

Not applicable, since the MPA degree is not offered by the University of West Georgia at any off-campus sites.

9.6 Admission of Students

Not applicable, since the MPA degree is not offered by the University of West Georgia at any off-campus sites.

9.7 Student Services

Not applicable, since the MPA degree is not offered by the University of West Georgia at any off-campus sites.

9.8 Support Services and Facilities

Not applicable, since the MPA degree is not offered by the University of West Georgia at any off-campus sites.
Appendix A

BY-LAWS

UNIVERSITY OF WEST GEORGIA

MPA PROGRAM ADVISORY BOARD
(Amended March, 2006)

I Name

Master of Public Administration (MPA) Program Advisory Board, hereafter referred to as the Board.

II Purpose and Function

The Board serves as an advisory body for program activities including, but not limited to the following: curriculum development; program improvement; liaison and networking for program graduates; assistance with new student orientation; and career development. Goals and objectives for the Board will be set and assessed annually.

III Membership

Membership on the Board: will consist of practitioners/community members, former students, university representatives, and faculty.

a) The Board is authorized to include up to 25 members for terms of three years in length. A member may serve consecutive terms on the Board.

b) Practitioner members shall be nominated by the MPA Director and approved by a majority of the members present and voting at the Board meeting prior to each year’s meeting.

c) One student members shall be elected by the MPA Program students in the Spring of each year. Applicants for the student member positions shall be solicited from students enrolled in the MPA program each fall.

d) All MPA faculty members can serve.

f) Members shall attend Board meetings as scheduled. Members shall attend meetings of committees to which the member is assigned.
IV Officers

The primary officer of the Board shall be the Chair. All other officers can be determined by the Board and shall be serve for a term of one year. The MPA Director can act as the Chair with the consent of the Board.

a) The Chair shall preside over meetings of the Board, assist in the achievement of its goals, and appoint committees to assist in the achievement of those goals.

V Meetings

Regular meetings of the Board shall be held at least every other year. The time and place of each meeting shall be designated by the Chair in concert with the wishes of the Board and the Program Director. Special meetings may be called by the Chair. A quorum qualified to take action for the Board shall be one-third of the voting members of the Board. The vote of a majority of the members present and voting at a meeting shall constitute the decision and the action of the Board.

VI Committees

a) Standing Committees - The Chair can appoint committees as necessary for the accomplishment of goals and objectives. The Chair may appoint non-board members to committees as ex-officio members.

b) Ad hoc Committees - The Chair may appoint ad hoc committees as needed. The size and composition of the committee shall be at the discretion of the chair. Ad hoc committees may include members of the Board, faculty from the Political Science Department, and, with the approval of the Board, persons other than members of the Board.

VII Parliamentary Procedure

In the absence of any provision to the contrary in the By-laws, all business meetings of the Board, of the Executive Committee, and of the special committees shall be governed by the parliamentary rules and usage contained in the current edition of Robert's Rules of Order, Newly Revised.
VIII Amendments

Amendments to these By-laws may be initiated by any member of the Board and presented at any meeting of the Board if notice of the proposed amendment or amendments is contained in the written notice of such meeting. For adoption of a proposed amendment to these By-laws, a majority vote of the membership of the Board shall be required.
Appendix B

2008 MPA Student Survey

Public Administration Graduate Student Survey conducted in Fall 2008

1. What program are you in?
   a. Master of Public Administration (MPA) 100% (19)
   b. Graduate Certificate in Public Management (GCPM) 0%
   c. Master of Rural and Small Town Planning (MRSTP) 0%
   d. Other 0%

2. How long have you been in your graduate program?
   a. In First Semester 42% (8)
   b. In first year 5% (1)
   c. Over one year 47% (9)
   d. Over two years 5% (1)
   e. Other 0%

3. Are you currently employed and if so how many hours per week?
   a. Full-time (40 or more hours per week) 26% (5)
   B. Part-time (20-39) 21% (4)
   c. Part-time (1-20) 42% (8)
   D. Not employed 11% (2)
   (If this is your answer skip to Question # 5)

4. Who do you work for?
   a. Private sector/self employed 35 % (6)
   b. Local, municipal or county 6% (1)
   c. State/federal government 6 % (1)
   d. University/School 47 % (8)
   e. Non-Profit 6% (1)

5. In your work (present or past) have you ever prepared a budget document/report?
   a. Many times 21% (4)
   b. Few times 4% (1)
   c. Once 16% (3)
   d. Never 47% (9)
   e. Not Sure/decline 11% (2)
6. In your work (present or past) have you ever prepared a statistical report?
   a. Many times 11% (2)
   b. Few times 37% (7)
   c. Once 5% (10)
   d. Never 37% (7)
   e. Not sure/Decline to answer 11% (2)

7. In your work (present or past) have you ever prepared a policy analysis/program evaluation?
   a. Many times 5% (1)
   b. Few times 32% (6)
   c. Once 5% (1)
   d. Never 58% (11)
   e. Not sure/Decline to answer 0%

8. In your work (present or past) have you ever make a personnel decision (hire/fire/promote)?
   a. Many times 16% (3)
   b. Few times 26% (5)
   c. Once 0% (0)
   d. Never 53% (10)
   e. Not sure/Decline to answer 5% (1)

9. In your work (present or past) have you ever prepared a legal brief/report?
   a. Many times 0% (0)
   b. Few times 5% (1)
   c. Once 5% (1)
   d. Never 84% (16)
   e. Not sure/Decline to answer 5% (10)

10. Before enrolling in graduate school at UWG what was your impression of the quality of the program?
    a. Excellent 5% (1)
    b. Good 63% (12)
    c. Fair/just OK 11% (2)
    d. Poor 0% (0)
    e. No opinion 21% (4)

11. After enrolling in graduate school at UWG what is now your impression of the quality of the program?
    a. Excellent 11% (2)
    b. Good 74% (14)
    c. Fair/just OK 16% (3)
    d. Poor 0% (0)
    e. No opinion 0% (0)
12. What is your opinion of the availability of the professors for advice/assistance?
   a. Excellent  26% (5)
   b. Good       68% (13)
   c. Fair/just OK  5% (1)
   d. Poor       0% (0)
   e. No opinion 0% (0)

13. What is your opinion of the academic quality of the course material?
   a. Excellent  26% (5)
   b. Good       63% (11)
   c. Fair/just OK 11% (2)
   d. Poor       0% (0)
   e. No opinion 0% (0)

14. What is your opinion of the practical applicability of the course material?
   a. Excellent  16% (3)
   b. Good       68% (13)
   c. Fair/just OK 11% (2)
   d. Poor       5% (1)
   e. No opinion 0% (0)

15. What is your opinion of the availability of courses?
   a. Excellent  21% (4)
   b. Good       42% (8)
   c. Fair/just OK 37% (7)
   d. Poor       0% (0)
   e. No opinion 0% (0)

16. What is your opinion of the usefulness of new student orientation information(booklet)?
   a. Excellent  42% (8)
   b. Good       37% (7)
   c. Fair/just OK 5% (1)
   d. Poor/didn’t get any 11% (2)
   e. No opinion 0% (0)

17. What support services have you used in your graduate studies (check all that you used)?
   a. Writing Center 5% (1)
   b. Library Reference Desk 21% (4)
   c. Distance Learning Center 11% (2)
   d. Financial Aid Office 37% (11)
   e. Other

   (Multiple answers possible: Total will not equal 100%)
18. What is your opinion of on-line courses?
   a. I would like the entire program to be on-line 16% (3)
   b. I would like more on-line classes 26% (5)
   c. Offering a few classes on-line would be OK 32% (6)
   d. I prefer all classes to be in person and not on-line 21% (4)
   e. No opinion/other 0% (0)

19. Are you receiving financial aid (including GRA positions)?
   a. Yes 79% (15)
   b. No 21% (4)

20. What is your age range (optional)?
   a. Under 30 74% (14)
   b. 30-44 16% (3)
   c. 45-65 5% (1)
   d. Over 65 0% (0)
   e. Decline 5% (1)

21. What is your gender (optional)?
   a. Male 22% (6)
   b. Female 68% (13)

22. What is your ethnicity/race (optional)?
   a. Caucasian/White 42% (8)
   b. Black/African American 37% (7)
   c. Hispanic/Latin Origin 0% (0)
   d. Asian/Indian/Pacific Islander 11% (2)
   e. Mixed/Other 0% (0)
   Missing 11% (2)

23. Are you a citizen of a country other than the USA (if so please write the name of country below) (optional)?
   a. Yes 11% (2)
   b. No 74% (14)
   Missing 16% (3)

Country Name______Nigeria, Japan__________________
Appendix C

Alumni Survey

2008 Alumni Survey
Selected Results

In November 2008 Alumni that had graduated between 2004 and 2008 were surveyed. The survey draws from the NASPAA curriculum standards, the program mission, and sample alumni surveys from the NASPAA website. Surveys were sent to all alumni from this period and 19 completed surveys were returned. Alumni generally felt the classes they took were worthwhile with 53% responding that none of the classes they took were a waste of time and another 32% saying only one of all there classes was not worth taking. It is also gratifying that all alumni who responded were employed.

Of 34 sent 19 were returned for a response rate of 56%.

MPA Alumni Survey

1. What did you do immediately after completing your graduate degree?

A. Attended another graduate school 11% (2)
B. Attended a professional (law) school 0% (0)
C. Went in the Military 0% (0)
D. Went to work 89% (17)
E. Other 0% (0)

2. What is your current source of employment

A. Government 58% (11)
B. Educational Institution 16% (3)
C. Non-Profit Organization 5% (1)
D. Private Sector 21% (4)
E. Not Employed 0% (0)

3. Thinking back on your MPA graduate courses, did any prepare you for your future work, and if so how many did ?

A. Yes, 1 5% (1)
B. Yes, 2-3 37% (7)
C. Yes, 4 or more 47% (9)
D. No 5% (1)
E. N/A 5% (1)
4. Thinking back on your MPA graduate courses, were any a waste of time and if so how many?
A. Yes, 1 32% (6)
B. Yes, 2-3 16% (3)
C. Yes, 4 or more 5% (0)
D. No 53% (10)
E. N/A 0% (0)

5. Did you receive another degree from the University of West Georgia?
A. Yes, undergraduate 21% (4)
B. Yes, graduate 11% (2)
C. Yes, both under & graduate degree 0% (0)
D. No 68% (13)

6. What is your gender?
A. Male 58% (11)
B. Female 42% (8)
Appendix D

Master of Public Administration

Public Health Track

May 2008

Needs Assessment Report

Executive Summary

The Master of Public Administration (MPA) Degree Program at the University of West Georgia is considering adding a new track that focuses on public health administration. This action is in response to community input which identified a significant need in this area for better trained public health care administrators. While the possibility of a Master of Public Health Administration Degree was first raised in 2006, efforts to consider the feasibility of this new track in the MPA program started in the September 2007 and continued through April 2008.

Initially, an advisory board meeting was held to discuss the potential benefits and drawbacks of establishing a new public health administration track. The board concluded that the new track was both feasible and needed. Subsequently, a Needs Assessment was developed and implemented to determine both student interest and community receptiveness. Additionally, a survey of universities in Georgia was conducted to determine if the need for health administration programs in the area is already being met, or if a new program is warranted.

Both the Student and Professional Needs Assessments found that the addition of a Public Health Administration Track to the MPA program would be beneficial. It was also determined that it would be feasible. The Student Needs Assessment found that there was sufficient student interest to sustain the new track. The professional Needs Assessment found that there was a pool of potential students from outside the campus for the track and also adequate career possibilities for the track’s graduates.

The track, which would be a new concentration in the elective section of the current MPA degree, would be of considerable interest to our graduating students, and its inclusion in the program would probably increase enrollment. Additionally, a considerable number of professionals would be interested in coming to UWG for additional administrative training.

The survey of Georgia universities also reveals that there are currently only a few programs available in the state to fill the growing need for trained public health administrators and none serve the University of West Georgia target area.

The MPA Program currently has sufficient resources to begin offering the basic courses, however, a new faculty line would be necessary for the track to flourish and progress.

It was therefore concluded based on the surveys and reviews that the new Public Health Administration Track in the MPA program was needed and could be initiated in the near future.
Overview of Current Master of Public Administration Degree Program

The Master of Public Administration (MPA) is a professional degree that relates academic study to administrative practice. The curriculum is designed for those individuals who are either now in the public service or who are seeking a career in government or nonprofit agencies. The MPA program is accredited by the National Association of Schools of Public Affairs and Administration.

Courses are regularly offered in the evening hours, one night per week, at the main campus in Carrollton. Courses are also taught at the State University of West Georgia at Newnan. Faculty members are drawn from several disciplines. Professionals from government and the nonprofit sector lecture in their specialized areas, advise students, and assist in postgraduate placement.

A member of the Political Science faculty is designated as the director of the program and serves on the a MPA Advisory Board, which is composed of faculty and public service officials from various levels and types of government service. The Board advises on policy related to recruitment, curriculum, internships, placement, and other matters.

Students with a variety of backgrounds are considered for the program. Applicants must hold an undergraduate degree from an accredited college or university. Those students with no prior academic or practical experience in public administration will be required to take POLS 5200, Principles of Public Administration. Admission decisions are based on an evaluation of three elements: undergraduate record, letters of recommendation and scores on the Graduate Record Examination.

Master of Public Administration Degree

The Master of Public Administration is a professional degree designed for individuals now in the public service or who seek a career in government or nonprofit agencies. The MPA program is accredited by the National Association of Schools of Public Affairs and Administration.

Courses are regularly offered in the evening hours, one night per week, at the main campus in Carrollton at the Newnan campus.

ADMISSIONS

Students with an undergraduate degree from an accredited college or university are eligible. Admission is based on grade point average, letters of recommendation and Graduate Record Examination (GRE) scores. Students with no prior academic or practical experience in public administration will be required to take POLS 5200, Principles of Public Administration which does not count towards the 36 credits required for the degree.
Current Degree Curriculum and Proposed Public Heath Administrative Elective Track Requirements

The degree requires **36 semester hours** and is divided into three segments:

1. **The core curriculum** includes the following topics (21 hours):
   - Administrative Law
   - Budgeting Techniques
   - Ethics in the Public Service
   - Organization Design and Management
   - Personnel Problems and Practices
   - Policy Implementation, Analysis, and Assessment
   - Research Methods and Data Analysis

2. **The Elective Track** (9-12 hours): With the approval of the program advisor, each student must select 9-12 hours beyond the core courses. Examples of track emphases include planning, management, or particular areas of policy such as health or environmental studies.

3. **The Professional Seminar** (3-6 hours) is taken at the completion of the degree program. An exit paper that analyzes applied administrative principles and the course work is required during the seminar. For those already employed in the public service, the paper is based on experience in the agency of employment and only 3 hours are needed. For the pre-service student, the paper is based on a three-to-six month internship with a public agency.

Proposed Public Heath Administrative Elective Track

In addition to the seven core MPA courses and the completion of the POLS 6286 Professional Seminar (Exit Paper), students would complete the following currently offered elective courses:

- **POLS 5208** – Public Health Policy - 3 hours
- **NURS 6300** – Health Care Delivery Systems - - 3 hours
- **POLS 6981** – Directed Readings – Health Care Administration - 3 hours
- **POLS – 6286** – **Internship (Health Care Institution)** - 3 hours
  - 12 Hours Total

Additional courses that may be developed with the addition of a new faculty member:

- Public Health Management,
- Public Health Quality and Cost Control,
- Health Care Financial Management
- Hospital Administration
- Health Policy Analysis
Participants: Cathy Wright, Director UWG Newnan Center, Don Rice, Interim Dean Arts & Science, Jack Birge, MD, Director of Quality Resources - Tanner Medical Center, Victoria Gunther, Coordinator of Development, Ingram Library, Professor Cynthia Epps, UWG Department of Nursing, Professor Sooho Lee, MPA core faculty member, TuJuana McGee, MPA Intern Tanner Medical Center, Patrick White, MPA GRA, Nia Kulakova, MPA GRA, and Professor Stan Caress, Director UWG MPA Program.

Dr. Caress chaired the meeting and opened with a discussion of ways to expand the MPA program to include a Health Care Administration Track. Training health care professionals is a Board of Regents priority and discussions began last year about creating a Health Administration Masters Program. A new degree was ruled out because of resources, but a new MPA tract was considered a promising possibility.

Discussion about areas of focus, expanding the curriculum, needs assessment, student interest, recruitment, and the needs of hospitals and health organizations followed.

Dean Rice agreed that a new degree in Health Administration is not advisable, but he supported a Health Administration tract combined with the current MPA program. Since the budget for next year is in progress, the proposal for a Health Care Administration Tract would need to be submitted soon. He felt that the College of Arts and Sciences could fast-track it. He felt the Board of Regents would support the addition of a Health Care Administration Tract to the MPA program.

Mrs. Gunther said library resources must be checked to ensure up-to-date sources and databases. New books may need to be ordered. These sources would need to be related to medicine and healthcare management.

- Dr. Birge and Dr. Epps discussed relevant course work: currently there are three major courses in the MPA program which relate to Health Administration: Public Budgeting, Policy Analysis, and Health Policy.
  
  Future courses offered in Health Administration need to focus on meeting the current problems and challenges in the healthcare field - the major issues in the field are: how healthcare is funded, quality, and efficiency to obtain the highest standard of care for a reasonable price. Teaching courses which are focused in these areas should be combined with an internship in the medical field. This would be one of the most effective ways to address the growing problems in the healthcare industry in the region.

- Dr. Caress mentioned that a new course in medical ethics has been proposed by an MPA faculty member.

Dr. Birge said while important, medical ethics are seen by some as less important than quality, funding, and efficiency. This course may be offered as an elective.
Advisory Board Meeting – Health Care Administration Track (con’t)

Dr. Epps said another course important for this potential tract is a course in healthcare and quality management. It is in the process of being put together for the nursing students, but it is not completed yet. She also said that an outcome management course would be useful for MPA students. At this time, this course is only offered to the nursing students, and there are questions as to the relevance of this course in the MPA program. A course in information technology needs to be added to meet the growing demand and reliance upon technology in the medical field.

Dr. Lee mentioned that some current MPA courses look at issues related to cost effectiveness. This could be integrated more into some of the current courses in the MPA program.

Mrs. Wright asked if any other universities have a Health Administration tract which the University of West Georgia could use as a model for a Health Administration tract. However, courses offered here would need to focus on specific skills such as cost-benefit analysis in healthcare and case management.

Recruitment, advertising courses, and needs assessment were all discussed. Recruitment and advertising: counties surrounding West Georgia should be targeted such as Carroll, Coweta, DeKalb, Douglas and Troop. Some courses would be offered at the Newnan campus for the convenience of the long distance students.

Dr. Caress said that letters have been sent to several hospitals in surrounding counties for support and possible internship opportunities.

It was suggested that a needs assessments be conducted that could use alumni, employees in the medical field with Baccalaureate Degrees. Undergraduates and graduating seniors should be contacted to gauge their interest in this program. Surveys should be sent out to assess interest in this program. At this time, nursing students should not be recruited per the request of the nursing school.

A group consensus agreed that a MPA track in Health Cares Administration would draw a great amount of support from the Board of Regents and the University. Dr. Birge concluded by saying hopefully the program can be implemented soon.

Dr. Caress said he would take steps to implement the needs assessments and adjured the meeting.
Initial Needs Assessment Consideration

Two Target Population: 1. Administrative Personnel in Hospitals and Medical Clinics
2. Upper Division UWG Students

Problems: Consent of Hospitals
Getting Mailing Lists
Postage Costs

Development of Research Implements - Two Separate Questionnaires
Problems: Must contain appropriate Questions

Analysis of Findings: - Examine data from questionnaires
Problems: Determining appropriate benchmarks

"What is "sufficient" interest to justify new tract

POTENTIAL NEW FACULTY REQUIREMENTS

Tenure track assistant professor in public health administration

PhD in, public administration, public policy, public health administration, political science, or in another related field is required at time of appointment.

This position requires a commitment to teaching, publication in peer reviewed journals, and community and university service. Some teaching experience and demonstration of research potential is desirable.

The individual in this position will be a core faculty member in the Master of Public Administration (MPA) program and teach upper level and graduate courses in the program’s Health Care Administration Tract. An ability to teach introductory American Government is also desirable.

Possible courses include: Public Health Management, Quality and Cost Control, Health Care Financial Management, Hospital Administration, Health Care Delivery, Health Policy Analysis and other related courses.

The ideal candidate will work with the regional health care community to develop courses that fit the growing needs of the area, and also coordinate with the MPA and faculty on research and community projects.
Master of Public Administration – Health Administration Track
Needs Assessment - March 2008

Questionnaire for Graduating Political Science Undergraduate Students
N=22

1. After graduation, how interested are you in taking public health or health administration courses at the University of West Georgia?
   A Very interested – 23% n=5
   B Somewhat interested - 32% n=7
   C Somewhat uninterested – 18% n=4
   D Very uninterested – 18% n=4
   E Don’t know - 9% n=2

   Only respondents who answered the question above A B or E were asked the following questions: If answer was C or D the respondents stopped answering the questions.

2. After graduation, how interested are you in pursuing a Master of Public Administration (MPA) at the University of West Georgia?
   A Very interested - 9% n=2
   B Somewhat interested - 18% n=4
   C Somewhat uninterested - 23% n=5
   D Very uninterested - 5% n=1
   E Don’t know - 14% n=3

3. How interested would you be in taking public health courses in the MPA program?
   A Very Interested - 18% n=4
   B Somewhat interested - 32% n=7
   C Somewhat uninterested - 5% n=1
   D Very uninterested - 9% n=2
   E No answer/ don’t know 5% n=1

4. How interested would you be in taking courses in the evening (5:30-8:30)?
   A Very Interested – 23% n=5
   B Somewhat interested – 23% n=5
   C Somewhat uninterested – 14% n=3
   D Very uninterested – 9% n=2
   E No answer/ don’t know – 0% n=0

5. How interested are you in taking courses in the day?
   A Very Interested – 50% n=11
   B Somewhat interested – 14% n=3
   C Somewhat uninterested – 5% n=1
   D Very uninterested/don’t know – 0% n=0
   E No answer/ don’t know – 0% n=0

6. Do you prefer to take courses on the main campus in Carrollton?
A Strongly prefer – 14% n=3
B Somewhat prefer – 9% n=2
C Somewhat dislike – 9% n=2
D Strongly dislike – 18% n=4
E No answer/ don’t know – 14% n=3

7. How interested would you be in taking classes offered at the Newnan campus?
   A Very Interested – 23% n=5
   B Somewhat interested – 23% n=5
   C Somewhat uninterested – 5% n=1
   D Very uninterested – 9% n=2
   E No answer/ don’t know – 5% n=1

8. How interested are you in taking classes on-line?
   A Very interested – 5% n=1
   B Somewhat interested – 14% n=3
   C Somewhat uninterested – 14% n=3
   D Very uninterested – 27% n=6
   E No answer/ don’t know – 5% n=1
Questionnaire for Health and Medical Organizations

Master of Public Administration – Health Administration Track
Needs Assessment

1. What is the name of your organization?

2. What is your job title?

3. What type of organization is it? (federal, state, county, municipal agency, non-profit, business)

4. What is the approximate total number of employees in your organization?

5. Does your organization plan to hire additional personnel in the next three years?

6. What is the approximate number of current employees with a bachelor’s degree?

7. What is the approximate number of current employees with a master’s degree?

8. Do you think some of your employees would benefit from additional training in health administration (management practices and methods)?

9. Do you think some of your employees would benefit from additional training in public health policy (knowledge about government programs)?

10. What is your estimate of the approximate number of employees in your organization who may be interested in taking graduate level classes on health administration?

11. What is your estimate of the approximate number of employees in your organization who may be interested in getting a Master of Public Administration degree with a health administration tract?

12. What is your estimate of the approximate number of employees in your organization who may be interested in health administration courses whom would “not” want to complete an entire master program but would be interested in 4 course certificate program?
13. Do you think they would be able to take courses on the main campus in Carrollton? If so, how many?

14. Do you think they would be able to take courses offered at the Newnan campus? If so, how many?

15. Do you think they would be able to take courses offered on-line with no campus attendance necessary? If so, how many?

16. Does your organization provide any tuition assistance or compensation for employees’ education expenses?

17. Would you be interested in taking interns from the University of West Georgia?
Appendix E

MPA Student Exit Survey

Table E.1
MPA Students' Perceptions on the Degree of Exposure to MPA Goal Areas Through Courses, Guest Lectures, etc (scale: 0 = Very Little; 10 = A Great Deal)

<table>
<thead>
<tr>
<th>To What Degree Have You Been Exposed to:</th>
<th>MEAN</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integration of Academic Concepts and Practice</td>
<td>8.66</td>
<td>31</td>
</tr>
<tr>
<td>Conceptual Understanding</td>
<td>8.57</td>
<td>31</td>
</tr>
<tr>
<td>Written and Oral Communications Skills</td>
<td>8.42</td>
<td>31</td>
</tr>
<tr>
<td>Public Service Values</td>
<td>8.31</td>
<td>31</td>
</tr>
<tr>
<td>Research and Analytical Techniques</td>
<td>7.77</td>
<td>31</td>
</tr>
</tbody>
</table>

Table E.2
Student Assessment of MPA Goal Areas

<table>
<thead>
<tr>
<th>Assessment of the Weight Given to:</th>
<th>Too Little</th>
<th>About Right</th>
<th>Too Much</th>
<th>N</th>
<th>% Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conceptual Understanding</td>
<td>6.6</td>
<td>90.2</td>
<td>3.3</td>
<td>31</td>
<td>100</td>
</tr>
<tr>
<td>Public Service Values</td>
<td>8.2</td>
<td>90.2</td>
<td>1.6</td>
<td>31</td>
<td>100</td>
</tr>
<tr>
<td>Written and Oral Communications Skills</td>
<td>8.3</td>
<td>88.3</td>
<td>3.3</td>
<td>31</td>
<td>100</td>
</tr>
<tr>
<td>Integration of Academic Concepts and Practice</td>
<td>13.3</td>
<td>83.3</td>
<td>3.3</td>
<td>31</td>
<td>100</td>
</tr>
<tr>
<td>Research and Analytical Techniques</td>
<td>25.0</td>
<td>73.3</td>
<td>1.7</td>
<td>31</td>
<td>100</td>
</tr>
</tbody>
</table>
Appendix F

Summary Results of Current MPA Student Focus Group

Conducted February 2009

MPA Program Strengths

- Individualized attention from faculty
- Professors accommodating to in-service student schedules and needs
- Program is flexible
- Affordable
- Public management and public service values and ethics covered
- Students given opportunities to work closely with faculty on research
- Opportunity to make presentations at Georgia ASPA Academic Conference

MPA Program Weaknesses

- Limited Electives - Lack of Public Health Courses
- Limited Core Course Offering - Only once a year
- Limited summer offerings - No core courses offered

Suggested MPA Program Improvements

- Offer more Public Health courses
- Offer core courses more than once a year
- Develop Public Health focus more fully
Appendix G
Summary: Linking Mission and Assessment Data

Table G.1
Linking Mission and Assessment Data

<table>
<thead>
<tr>
<th>Mission Element</th>
<th>Alum Survey</th>
<th>Focus Group</th>
<th>Exit Survey</th>
<th>Other evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The MPA Program serves the region by:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. improving the knowledge and skills of in-service managers and preparing pre-</td>
<td>support</td>
<td></td>
<td>support</td>
<td>Student files indicate that several MPA graduates serve in a public management role</td>
</tr>
<tr>
<td>service students for management roles or further study.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Knowledge and skills are provided by:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. promoting the understanding of public service values, ethics, democracy and</td>
<td>support</td>
<td></td>
<td>support</td>
<td>Exit Survey</td>
</tr>
<tr>
<td>constitutional principles.</td>
<td></td>
<td></td>
<td></td>
<td>Employer contact supported the curriculum</td>
</tr>
<tr>
<td>3. teaching generalist public management knowledge and skills.</td>
<td>support</td>
<td></td>
<td></td>
<td>Employer contact Exit Survey provide support</td>
</tr>
<tr>
<td>4. developing the student’s ability to integrate theory and practice.</td>
<td>support</td>
<td></td>
<td></td>
<td>Exit paper assessments by faculty provide support</td>
</tr>
<tr>
<td><strong>The MPA program engages in activities that promote the public service through:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. interaction with the public through service activities for governmental, non-</td>
<td>support</td>
<td></td>
<td></td>
<td>Internship evaluations indicate success</td>
</tr>
<tr>
<td>profit, and community organizations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. forums and presentations on community needs.</td>
<td></td>
<td></td>
<td>support</td>
<td>Annual faculty reviews indicate support</td>
</tr>
<tr>
<td>7. student involvement in service activities.</td>
<td>non-support</td>
<td></td>
<td>support</td>
<td></td>
</tr>
</tbody>
</table>
### Conducting research that contributes to knowledge about public activities:

<table>
<thead>
<tr>
<th></th>
<th>Alum Survey</th>
<th>Focus Group</th>
<th>Exit Survey</th>
<th>Other evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. scholarly research.</td>
<td></td>
<td></td>
<td></td>
<td>Record of scholarship among faculty</td>
</tr>
<tr>
<td>9. technical writing and reports.</td>
<td></td>
<td></td>
<td></td>
<td>Record of scholarship among faculty</td>
</tr>
<tr>
<td>10. student involvement in research activities.</td>
<td></td>
<td>support</td>
<td></td>
<td>Frequently mentioned during exit interviews</td>
</tr>
</tbody>
</table>