

**Commission on Peer Review and Accreditation of the  
National Association of Schools of Public Affairs and Administration  
Annual Accreditation Maintenance Report**

Instructions:

Please fill in the following narrative and quantitative fields with information related to conformance with NASPAA Accreditation Standards. If the program wishes to provide additional context to its data, supplementary documents may be uploaded at the bottom of the form.

Programs should fill out a separate report for each accredited degree.

This new annual report form is designed to accommodate programs accredited under both the pre-2009 and the current accreditation standards (approved in 10/2009). Some questions are designated as optional for programs accredited under the pre-2009 standards. All questions are required for programs accredited under the current accreditation standards.

The annual report year is defined in the semester system as the time period that begins with the Summer session (if applicable) prior to the due date of the report, and ends with the Spring semester immediately before the report is due.

Advisory: Where possible, COPRA attempts to collect data in the formats used by IPEDS and the Common Data Set initiatives in order to facilitate the program's efforts in obtaining information from institutional research departments at their campuses. COPRA recommends liaising with the appropriate offices at your university when reporting accreditation data.

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**1. The mission of your program will automatically populate below from your last report. If it does not, please provide it below. Please note that the mission provided below will be used to populate your program's profile on the NASPAA website. If there have been any changes to your program's mission since your last review or annual report, please enter the revised mission statement. Please describe the changes and the mission revision process in Question 4. regarding substantive change.**

The Master of Public Administration Program (MPA) prepares students to serve as public managers in nonprofit local, county, state and federal organizations. The MPA program provides a high quality education to a diverse student body while engaging in scholarly activities and community service. We empower our students with an ethical perspective critical thinking and decision making skills to effectively manage a public entity.

**2. Please indicate the additional delivery modalities of your program**

Satellite Campuses

**3. If applicable, please list your satellite campuses**

James R. Thompson Center (downtown Chicago)  
Illinois Police District 5, Lockport, Illinois

The Governors State University's Master of Public Administration Program will no longer offer courses at Triton Community College, located in River Grove, Illinois effective fall

2013. We will be focusing our efforts on recruiting students for our main campus located in University Park, Illinois, James R. Thompson Center ( downtown Chicago) and Illinois Police District 5 in Lockport, Illinois.

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4. Has your program made any substantive changes since the most recent review or annual report? If so, please elaborate. [A substantive change is defined as a significant departure from the last accreditation review regarding a program's operation, including but not limited to: mission, goals, objectives, assessment practices, delivery modalities and locations, targeted student population, governance structures, and required and elective competencies.]

### **Substantive Changes**

The Governors State University's Master of Public Administration Program has not made any substantial changes since our last Annual Report that was submitted in 2012.

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5. Program Evaluation:

Please briefly discuss how the program has collected, applied, and reported information about its performance and its operations to guide the evolution of the program's mission and the program's design and continuous improvement in the past year. Please comment on the extent of your program's implementation of student competency assessment as it relates to the transition to outcomes-based accreditation standards (adopted in 2009). If you wish to upload any supplements, you may do so at the bottom of the form.

### **Program Evaluation**

December 2012, the two Division Chairs, MPA Coordinator and students enrolled in the Capstone course assessed the oral communications skills of the students completing the Capstone research project (Problems in Applied Public Management PADM 8900) , using the Oral Presentation Rubric. The average score for all students was 3.0 out of 4.0. These results showed that students demonstrated a clear organization pattern, selected appropriate language based on their audience, their mannerisms allowed them to deliver an interesting presentation, and the appropriate supporting materials were presented. In order to enhance students' oral presentation skills we have invited a professional public speaking consultant to conduct a workshop for all MPA students on Wednesday, September 25, 2013.

In an effort to enhance students' critical thinking skills upon entry into the MPA program, one of our faculty experts on critical thinking will assess the critical thinking abilities of students in the PADM 7100 course (Political and Legal Frameworks of Public Administration)by administering the California Achievement Test .

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6. Nucleus faculty information should be entered using the "Add/ View a Faculty Member" tab at the top of the page. You only have to enter information for nucleus faculty members. If you have previously entered faculty information in a Self-Study Report or Annual Report within this system the information will be auto-

populated in the tab. You should check to verify none of the information has changed and edit as necessary.

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7. Please provide the percentage of courses in each category that are taught by full and part-time faculty in the annual report year. Programs with multiple campuses or modalities should upload a supplemental table that breaks this information down by campus or modality.

	Percentage of Courses Taught by Full-time Faculty	Percentage of Courses Taught by Part-time Faculty
<b>All Courses</b>	75	25
<b>Courses delivering required competencies</b>	75	25

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8. The following blank field is offered in case the program would like to provide any narrative context or explanation for any of the faculty data in this form. (Optional for all programs)

#### Data Explanations

No Comment

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9. Admissions:

Please fill out this table describing your program's applicant pool for the annual report year. Combine applicants across the year into one pool. The number of enrolled students should only include those students who were admitted and enrolled within the annual report year. This number should *not* reflect total student enrollment.

	Number of Students
<b>Applicants</b>	76
<b>Admitted Students</b>	59
<b>Enrolled Students</b>	42

11. Please define your program design length.

#### Program Design Length

A fulltime student, taking nine hours per semester, could possibly complete the MPA degree in five semesters. A part-time student, taking six hours, could complete the program in seven to eight semesters. The time length provided does not encompass summer classes.

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12. Report the job placement statistics (number) for the year PRIOR TO the annual report year, of

students who were employed in the "profession" within six months of graduation, by employment sector, using the table below.

<b>National or central government in the same country as the program</b>	2
<b>State, provincial, or regional government in the same country as the program</b>	5
<b>City, County, or other local government in the same country as the program</b>	5
<b>Foreign government (all levels) or international quasi-governmental</b>	0
<b>Nonprofit domestic-oriented</b>	0
<b>Nonprofit/NGOs internationally-oriented</b>	0
<b>Private Sector - Research/Consulting</b>	0
<b>Private Sector but not research/consulting</b>	6
<b>Obtaining further education</b>	1
<b>Unemployed</b>	0
<b>Status Unknown</b>	1
<b>Total</b>	20

13. CHEA requires NASPAA to ensure that programmatic outcomes are provided to the public. Please copy and paste an URL link to where your program website presents employment statistics (or other programmatic outcomes) to show student success.

**URL Link**

[http://www.govst.edu/cbpa/t\\_cbpa\\_programs.aspx?id=462.](http://www.govst.edu/cbpa/t_cbpa_programs.aspx?id=462)

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14. The following blank field is offered in case the program would like to provide any narrative context or explanation for any of the student data in this form. (Optional for all programs)

**Data Explanations**

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No Comment

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15. If there have been any significant changes in resource trends and the sufficiency of resources available to the program to pursue its mission, objectives, and continuous improvement, please provide information regarding these changes below. (If there are no changes, the program may leave this field blank.)

### Resource Sufficiency

There have been no significant changes in resources.

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16. If your program is being monitored on a specific Standard, you are required to provide updated information on the issue raised by COPRA in your decision letter each year until which you are notified that COPRA has removed the monitoring. Your program is being monitored on the following standards listed below. Note that if you'd like more details on the specific request from COPRA regarding any of your monitoring standards, you can view your most recent decision letter in the documents tab. **If you are being monitored under Pre-2009 standards, check your Decision Letter to see which Standards you need to provide additional information for.**

Standard 1.1	No
Standard 1.2	No
Standard 1.3	No
Standard 2.1	No
Standard 2.2	No
Standard 3.1	No
Standard 3.2	No
Standard 3.3	No
Standard 4.1	No
Standard 4.2	No
Standard 4.3	No
Standard 4.4	No
Standard 5.1	No
Standard 5.2	No
Standard 5.3	No
Standard 5.4	No
Standard 6.1	No
Standard 7.1	No
Monitored under old Standards	Yes

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## Response to Standards Being Monitored

### Responses to Standards Being Monitored

#### Standard 2.2 Assessment

The MPA faculty has agreed that raising our admission criteria has led to the recruitment and enrollment of students with stronger written communication skills. Therefore, we do not need to implement a standardized written assessment. However, we will hold a voluntary workshop for all students on grammar, style and writing mechanics during the fall 2013 semester. Students are encouraged to submit written assignments to the Governors State University Writing Resource Center prior to turning in class assignments for a grade. We will continue to assess students' papers using our Written Communication Rubric. If students performance falls below a 3.0 based on the rubric, MPA faculty will revisit implementing our previous assessment plan.

#### Standard 4.0 Internship

Due to the vast majority of Governors State University MPA students being in-service we do not have many students enrolling in the Internship Elective (PADM 8880). The MPA Coordinator has taken on the responsibility of monitoring students in the Internship. During Summer 2013, one student completed an internship with the Center for Medicare and Medicaid Services. The student and supervisor must complete the evaluation forms and the student must complete a paper on what was learned and how this experience will enhance her career as a public administrator. The MPA coordinator is responsible for reviewing all documents, grading the student Internship paper and visiting the Internship site. The MPA Coordinator has developed a database to track all students enrolled in an Internship and maintain relationships with the internship Supervisor. Based on this current process, we expect more students to take advantage of the internship opportunity.

#### Standard 5.1 Faculty Nucleus

The Governors State University MPA program is pleased to announce that Dr. Dwight Vick has joined our faculty. We currently have five core faculty and five professionally qualified public administrators (adjunct faculty) that offer special topic courses and cover elective courses.

#### Standard 7.1 Advisement and Appraisal

The MPA program has developed an internal student database to track students who enrolled in fall 2012. The academic advisors maintain the database by updating students' current status (enrolled, not enrolled or graduated every academic year).

May 2012, the MPA program distributed questionnaires and held focus groups to ensure that the MPA mission statement encompassed the curriculum, vision and values. The MPA program has not made any significant changes since 2012. Therefore, we will seek input from our stakeholders (currently enrolled students, MPA graduates, nonprofit program managers, local, state, county and federal government public managers) in May of 2014.

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Upload any relevant exhibits or explanatory supplements here. You may upload as many supplements as necessary, although the Commission asks that you streamline your files into a single file, such as a .pdf, when possible. (Optional for all programs)

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1. Part Time Instructional Faculty: Adjuncts and other instructors being paid solely for part-time classroom instruction. Also includes full-time faculty teaching less than two semesters, three quarters, two trimesters, or two four-month sessions. Employees who are not considered full-time instruction faculty but who teach one or more non-clinical credit courses may be counted as part-time faculty.

2. "All Courses" includes all courses delivering required competencies for students in the program, as well as all required courses for elective specializations. It does not include courses outside of these categories that are not primarily for students of the program, and does not include elective options in other departments, unless they are regular substitutes for required courses.

3. ARY-5 cohort is the group of students who entered the program in the academic year that began 5 years before the annual report year. Programs unable to use this cohort as a basis for calculating completion rates should explain their approach for calculating a completion rate in the optional text box.

4. Part Time Student: A student enrolled in the program who does not meet the institutional definition of a "full-time" graduate student. Typically, on a semester credit hour basis, this is defined as fewer than 9 credit hours per semester.

**Definitions**

No