**DPA**

**Program Assessment**

**2011**

**Table of Contents**

**I. Introduction 1**

**II. The Program 3**

**III. Students 13**

**IV. Student Support 14**

**V. Program Assessment 15**

**VI. Summary of Findings**

**VII. Recommendations**

**VIII. External Reviewer**

**DPA Program Assessment**

**May 2011**

***DRAFT***

**I. Introduction**

The University of La Verne’s Doctorate in Public Administration program is designed to engage professionals who are motivated to improve their leadership, management, and decision-making skills as scholarly practitioners. The DPA program engages students in the practical application of theory to practice. As scholarly practitioners, the professional engages in a unique process where students play an integral role in the management of learning. The program is interdisciplinary in design and incorporates international and comparative experiences.

**Program Mission**

The mission of the Doctorate of Public Administration program is to develop **scholarly practitioners** as leaders committed to public service and improving the quality of life and sustainability of the Southern California region.

**Program Changes**

The DPA program began in 1985 as a cluster based practitioner program with sites across southern California. In 2004 the program underwent a major restructuring and curriculum adjustment. The redesigned program shifted from an on/off campus cluster based program to an on campus/hybrid cohort program. In addition, the curriculum was completely re-tooled to meet the changing needs of the student population.

**Program Makeup**

The DPA program currently serves 58 Full-time students and an additional 53 ABD students. Each student must fulfill a minimum of 55 units with a possible maximum of 76 units.

**Program Faculty**

Currently, the faculty of the DPA program consists of seven full-time faculty and four adjuncts.

**Elaine Ahumada, D.P.A.**

Adjunct Professor of Public Administration

DPA, University of La Verne, La Verne

MPA, University of La Verne, La Verne

BFA, University of La Verne, La Verne

**Suzanne Beaumaster, Ph.D.**

Professor of Public Administration

Director, DPA Program

Ph.D., Public Administration and Policy, Virginia Polytechnic Institute and State University

MPA, Northern Kentucky University

BBA, Ohio University

**Marcia Godwin, Ph.D.**

Assistant Professor of Public Administration

Ph.D., Political Science, Claremont Graduate University

MA, Public Policy, Claremont Graduate University

MPA, California State University, Northridge

BA, Political Science, California Polytechnic State University, San Luis Obispo

**Soomi Lee, Ph.D.**

Visiting Assistant Professor of Public Administration

PhD, Claremont Graduate University

MA, Claremont Graduate University

MA, Ewha Women University

BA, Ewha Women University

**Jack W. Meek, Ph.D.**

Professor of Public Administration

Director, Master of Public Administration Program

Ph.D. International Relations, Claremont Graduate University

BA, History and Political Science, La Verne College

BA, International Relations, Manchester College

**Adrian Velezquez, Ph.D.**

Assistant Professor of Public Administration

PhD, University of Texas, Dallas

MPA, University of Texas, Dallas

LLB, Universidad de Gunnajuato

**Lisa Saye, DPA**

Assistant Professor of Public Administration

DPA, University of Alabama

MS, Human Resource Management, Troy State University

BA, Government, McNeese State University

**Matthew Witt, Ph.D.**

Associate Professor of Public Administration

Ph.D., Urban Studies, Portland State University

BS, Psychology, Reed College, Portland

**Keith Schildt, Ph.D.**

Professor of Public Administration

Ph.D., Northern Illinois University

MPA, Northern Illinois University

MA, Roosevelt University

BA, Roosevelt University

**Adrian Stevens, D.P.A.**

Adjunct Professor of Public Administration

DPA, University of La Verne, La Verne

**II. The Program**

**Program Mission and Vision**

*The mission of the Doctorate of Public Administration program is to develop* ***scholarly practitioners*** *as leaders committed to public service and improving the quality of life and sustainability of the Southern California region.*

The University of La Verne’s DPA program recruits experienced practitioners who seek innovative ways for public institutions of all types to work together with government to address public problems. They learn to integrate theoretical knowledge, research and the resources of their institutions in analyzing and developing collaborative administrative strategies to address problems facing their organizations, institutions and communities. While emphasizing this systems perspective of integrated learning across institutional and theoretical domains, the program also prepares scholarly practitioners to apply principles of social science research in a rigorous investigation of applied research problems facing their institutions and the field of public administration.

The University of La Verne’s Department of Public Administration has built an educational environment that empowers students to become scholarly practitioners and dynamic individuals who can combine substantial knowledge and thoughtful understanding of theory with capable, practical management and leadership. The Department continuously provides high quality, student-oriented learning by seeking and fostering qualified, responsible, dedicated faculty who believe in and can deliver its key values:

• Educational excellence

• Personal and professional success for students

• Relevant course work

**Learning Objectives**

1. Know current theories of public administration and regularly apply these theories in dealing with administrative problems.
2. Integrate concepts, logics and research across the domains of public administrative theory and creatively apply them to problems at the organization, institution and community levels of analysis.
3. Possess an institutional perspective, know its boundaries and history, and understand how the issues facing the institution generalize across the organizations that make up the institution.
4. Understand how social and environmental problems facing the community are systemic in nature and have the ability to integrate and generalize across institutions in seeking more creative solutions to regional problems.
5. Apply skill in networking, negotiating and collaborative problem-solving processes in seeking solutions to issues facing their organizations, institutions and communities.
6. Stay abreast of new theory and research findings in their field and critically evaluate and apply them in seeking more creative solutions to public concerns.
7. Although generalists, demonstrate expertise in the application of theory and rigorous research methods to the design of a systematic study of an applied research problem facing their institution.
8. Contribute to scholarly discourse in their field through publication, papers, consulting, professional presentations, and leadership roles in professional associations.
9. When approaching an organizational, institutional or community situation needing attention, ask three kinds of questions. These are: 1) Questions that compare the situation against state of the art practice; 2) Questions that challenge current theory and state of the art practice; and 3) Questions that illuminate value and ethical dilemmas.

**Scholarly Practitioner Values**

1. Actively contribute, both personally and professionally, to the quality of life and the sustainability of the environment of their communities.
2. Respect and trust others, are tolerant and non-judgmental and believe in equity and the equalization of power in organizations, institutions and communities.
3. Appreciate diversity of ideas, backgrounds and values and actively seek to understand others through open dialogue and discourse.
4. Pursue lifelong personal growth for themselves and for all human kind.

**Program Curriculum**

**COURSEWORK**

The DPA academic year consists of two semesters (Fall and Spring). Students enter exclusively in the Fall semester as part of a year cohort. Each semester, students complete three complimentary courses designed to reflect the interdisciplinary nature of public administration. The curriculum itself is selected to reflect the faculty’s view of the complex role of and challenges facing the public executive. Each course focuses on theoretical understandings and practical competencies that are important to the performance of this role.

**PROGRAM DESIGN: HOW THE PROGRAM WORKS**

The DPA program accommodates the professional adult with weekend and hybrid classes. The complete curriculum totals 54 semester hours of course work followed by additional semester hours of dissertation units (2 units to 22 units). The curriculum is designed so that each individual engages in coursework as a first year, second year, or third year student.

Students must successfully complete the entire curriculum for each year before progressing to the next – academic progress is evaluated every semester. After successful completion of the DPA core curriculum, students apply for advancement to candidacy – after which they begin working with a committee towards completion of their dissertation.

**DPA INSTRUCTIONAL MODEL**

The instructional model of the Doctoral Program in Public Administration is unique among other doctoral programs in the country. It has three primary characteristics: the year-based curriculum, the intensive, and classroom instruction.

**YEAR-BASED CURRICULUM**

**YEAR 1 FOUNDATIONS – PUBLIC ADMINISTRATION, SCOPE OF THE FIELD**

**Fall Semester**

**PADM 610** Foundations of Public Administration (3)

**PADM 612** Readings in Public Administration (3)

**PADM 677** Ethics and Public Responsibility (3)

**Spring Semester**

**PADM 611** Public Administration Theory (3)

**PADM 620** Organizational Theory (3)

**PADM 613** Questions in Public Administration (3)

**YEAR 2 - ADMINISTRATIVE PROCESS and EXAMINATION**

**Fall Semester**

**PADM 650** Organizational Change and Conflict Resolution

**PADM 651** Public Policy Analysis

**PADM 660** Capstone in Public Administration Theory

**Spring Semester**

**PADM 661** Capstone in Public Management Process Program

**PADM 674** Program Evaluation and Performance Measurement

**PADM 673** Strategic Management and Decision Making

*Mandatory attendance at ASPA Conference*

**YEAR 3 - CULMINATING RESEARCH – SPECIALIZATION AND DISSERTATION**

**DEVELOPMENT**

**Fall Semester**

**PADM 694** Research Foundations

**PADM 691** Data Analysis I

**PADM 696** Research Seminar

**Spring Semester**

**PADM 695** Applied Research Methods and Techniques

**PADM 692** Data Analysis II

**PADM 698** Research Specialization

**YEAR 4 – DISSERTATION**

**Fall 697C** Dissertation I – 1 unit

**Spring 697C** Dissertation I – 1 unit

**YEAR 5 THROUGH 8 – DISSERTATION**

**Fall 697D** Dissertation II – 2 units

**Spring 697D** Dissertation II – 2 units

**National Accreditation**

To date, a specific national body does not accredit doctoral programs in public administration. However, most of the institutions that house Ph.D. or DPA programs do adhere to the criteria and standards of NASPAA accreditation. As is the case with the University of La Verne, the MPA programs at these institutions are accredited by NASPAA and those standards shape the foundations of the doctoral programs.

The DPA curriculum is in line with the four other DPA programs in the country. Courses are consistent with Ph.D. programs in public administration as well. The Laverne DPA is distinctive in its curriculum delivery by year cohort and in the focus on the theory and philosophy of the field that is delivered in the first year of the program. Other DPA programs are almost entirely focused on practitioner oriented application without the depth of study regarding the theories and foundations of public administration. The scholarly practitioner model which was described previously is what makes the DPA program at Laverne unique.

**Curriculum Comparison**

The University of La Verne DPA program finds itself in a somewhat unique position among other institutions offering public administration doctorates. The bulk of PA doctorates in this country are now exclusively operating as Ph.D. programs. Only 7 DPA programs currently exist in the US. Of those 7 programs, only 5 adhere to both the research and practical doctoral standards. That is, two of the DPA programs do not require a dissertation for completion of the degree. The DPA program at La Verne is among those who require a dissertation for degree completion.

All 5 of the research focused DPA programs (including Laverne’s) tend towards a regional perspective. Providing a practitioner-oriented degree that allows students to further advance their administrative skill set in order to address the extremely complex nature of today’s public sector issues. While the core curriculum for these 5 programs are somewhat similar, La Verne’s DPA is the only one of these that does not offer a student selected concentration area. At the other DPA granting institutions, students may engage in a concentration of their choosing—taking courses at the graduate level throughout the given institution. Concentrations range from 9-15 units. Only the University of Illinois program has a faculty dedicated 100% to DPA instruction.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Institution | Units | Exams | Faculty | Concentrations | Diss Units |
| La Verne | 55-76 | Y | N | N | Y |
| Valdosta St. | 57 | N | N | Y | Y |
| U of I, Springfield | 52 | Y | Y | Y | Y |
| U of Baltimore | 48 | N | N | Y | Y |
| Hamline Univ. | 48 | N | N | Y | Y |

The University of La Verne, DPA curriculum differs from the other 3 institutions due to the concentrated focus on theory as a foundation for the scholarly practitioner. At La Verne, the first year of coursework is dedicated to the foundations and theoretical scope of the field. The other institutions tend to place their curricular focus on advanced management techniques. The expectation at La Verne is that students have achieved this functional administrative focus primarily in their master’s programs and are better served towards doctoral research outcomes with a fundamental understanding of the theories of the field. The goal is the ability of our scholarly practitioners to “move theory to practice” in addition to attaining advanced administrative tools. All curriculums have a similar methodological and research skills focus.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Institution | Admin | Theory | Research | Concentrations | Diss |
| La Verne | 15 | 18 | 15 | 0 | 1-22 |
| Valdosta St. | 18 | 6 | 9 | 24 | 12 |
| U of I, Springfield | 28 | 4 | 8 | 20 | 12 |
| U of Baltimore | 21 | 6 | 9 | 9 | 12 |
| Hamline Univ. | 24 | 8 | 4 | 16 | 12 |

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**III. Students**

Admissions Policy

The faculty reviews every application to insure that each applicant meets the admission standards.

* Official transcripts of credit for all graduate work leading to an earned master’s degree(s) from a regionally accredited institution(s). The applicant must have a minimum grade point average of 3.25 on a 4.0 scale.
* Official transcripts showing an earned bachelor’s degree(s).
* A two-page typewritten statement of purpose defining the applicant’s goals and objectives for study in the DPA program.
* Three recommendations.
* A completed application to the program and the current application fee.
* A current resume and description of professional experience.
* Completion of a personal, pre-admission interview with a member of the doctoral faculty.
* Applicants are evaluated on undergraduate GPA, graduate GPA, letters of recommendation, and a personal interview. A standardized test score may be required if recommended by the program chair. The department balances all of these measures in making a decision on admission.

**National Standards**

Currently there are no specific national accreditation standards for doctoral programs in public administration and policy. However, NASPAA accreditation standards are in place for MPA programs and the University of La Verne’s MPA program is fully accredited under these standards. The DPA program operates under the same national standards as other NASPAA accredited institutions.

III. Students Profile

Admissions

Admission to the DPA program is a standardized procedure. Prospective students must fill out a general university application that details their educational background and general information. In addition, they must supply transcripts for undergraduate and graduate level degrees earned. The minimum GPA accepted for undergraduate work is 2.8 and the minimum for the masters is 3.25. Prospective students must also supply a written statement of purpose and three recommendations both academic and professional. The department also requires a personal interview and submission of a current resume or vita. All applications are reviewed by an Academic Qualifications Committee made up of Department faculty, all admissions decisions are made by this committee.

Student Profile

|  |  |  |  |
| --- | --- | --- | --- |
| Year | Applications | Accepted | Matriculated |
| 2005 |  | 22 | 14 |
| 2006 |  | 23 | 21 |
| 2007 | 30 | 28 | 20 |
| 2008 | 32 | 25 | 23 |
| 2009 | 44 | 30 | 19 |
| 2010 | 54 | 38 | 21 |
| 2011 | 58 | 16 | 14 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Matriculated Student Profile |  |  |  |  |  |  |  |
| Year | Male | Female | White | Black | Hisp. | Asian | Other |
| 2005 | 10 | 4 | 1 | 5 | 2 | 3 | 4 |
| 2006 | 10 | 11 | 8 | 3 | 3 | 2 | 5 |
| 2007 | 7 | 13 | 6 | 3 | 5 | 1 | 5 |
| 2008 | 11 | 12 | 8 | 6 | 3 | 1 | 8 |
| 2009 | 9 | 10 | 5 | 4 | 3 | 1 | 6 |
| 2010 | 10 | 11 | 2 | 6 | 5 | 0 | 8 |
| 2011 | 6 | 8 | 3 | 2 | 3 | 2 | 4 |

**IV. Student Support**

A professional advisor helps all DPA students with course scheduling and sequencing. An Individualized progress sheet helps the advisor and student to keep track of the student program requirement. The program director and other faculty are available for students to advise on professional, educational, and academic development.

1. **Counseling**

The University of La Verne Counseling Center provides a full range of counseling services designed to assist each person to achieve his or her full human potential. Managed by the psychology department in the College of Arts and Sciences, the center provides free counseling services to all university students. Students can utilize the services on their own initiative with or without a referral from the faculty or staff.

1. **Learning Enhancement Center**

The Learning Enhancement Center provides tutoring services to all the students of the University of La Verne free of charge. The tutoring covers discipline-specific areas such as academic writing as well as communication skills. The services are available to students either in a face-to-face format or online. Tutors are available over the weekend and during evening hours to accommodate the regional campuses students as well as working adults. Recently, through funding from a Title V-B grant, a Graduate Success Center was created to concentrate on addressing the specific needs of graduate students.

1. **Student life**

The DPA students at the University of La Verne are not active participants in the campus student life. Most students come to class on weekends when classes are held. In order to provide a means of communication with the students and for the students, a Blackboard Community for all DPA students was created to provide students with an online networking opportunity and to provide the DPA program director and advisors with the means to communicate with the students. In addition to networking opportunity, DPA Central provides student access to course outlines and syllabi, ability to post jobs and resumes, advising forms, special events and the course schedule.

1. **Library**

The DPA students are served by the Elvin and Betty Wilson Library located on the University La Verne campus. The library houses a collection of 178,000 print and 40,000 electronic books in fields such as management, psychology, sociology, leadership organizational behavior, and other relevant fields. Additionally thousands of books are available to students. If Wilson Library does not own an item needed by a student, the student can order the item from the library’s homepage to be delivered by LINK+, a consortium of 40+ libraries in California and Nevada that has five days a week courier service to get the book to La Verne in 48-72 hours. MSLM students have access to over 9

million additional books via LINK+. If an item is not available from LINK+, particularly articles that appear in journals unavailable through Wilson Library, students can order books and articles through LeoDelivers, the library’s web-based interlibrary loan system. Articles are scanned and sent from lending libraries to Wilson Library, then delivered via email to the requestor; books are mailed to the library and made available for pickup or mailed to the requestor. LeoDelivers provides access for La Verne students and faculty to resources available at thousands of libraries across the United States and around the world. Wilson Library subscribes to 25,680 journal titles: 250 are print journals and all other titles are electronic journals accessible 24/7 exclusively to La Verne students wherever they are located via the library’s proxy server. Of those journal titles, over 270 are of primary interest to management and organizational leadership, and over 10,000 journal titles are available in related disciplines. The library subscribes to 64 databases of which, 21 are directly relevant to the degree programs within the purview of the CBPM programs

The library utilizes 24-hour online librarian access via chat, 24-hour “LEOPAC” access which allows students to access the library’s resources online, 24-hour “Leo delivers” which allows students to access materials from other libraries, and 24-hour “Link +” which allows students to access other libraries directly online. The library subscribes to many research sources such as ProQuest, Sage, and EBSCOhost. A current student survey shows that that 80% of respondents are slightly or very satisfied with remote access to the library materials.

1. **Career Services**

Career Services at the University of La Verne provides quality resources, counseling, and services to help students and alumni assess and apply their education and life experiences to a lifetime of fulfilling opportunities. Their mission is to assist undergraduate and graduate students and alumni with identifying, developing, and implementing their career goals through self-direction and personal responsibility. Career services provide DPA students with:

Career planning, advice and guidance which includes assessments and interpretation

Resume and letter writing tips and review

Job search strategies

Mock Interviews

Graduate school advice which includes choosing a school and the application process

Workshops on resume writing, interviewing techniques and job search

Career Services holds an Etiquette and Networking Dinner and Virtual Career Fairs to help students in their job search with their professional development. They also maintain a library of career-related books and employment source materials, accessible during business hours. Additionally, the office maintains directories and information on graduate school programs and national fellowship opportunities, for students whose professional goals might require additional research opportunities or advanced degrees. Online services include targeted information and links for career exploration, internships, summer jobs, full-time employment, graduate school, conducting a job search, and much more.

Most of the DPA are professionals and rarely utilize the career services.

**V. Program Assessment**

**Instrument 1—Comprehensive Exams**

At the end of the fall and spring semesters of the second year of DPA coursework, each student must complete comprehensive exams. The fall exams cover the material from the first year of coursework and the Spring exams cover the second year of coursework. Students must successfully complete each set of exams prior to continuing to the subsequent semester or year of coursework. Successful completion is marked by no less than a “low pass” of both exam questions. Students who fail one or both exam questions will be given one additional opportunity to pass the exam in question. A second failure will result in the student being withdrawn from the DPA program.

**Comprehensive Exam—Assessment Criteria**

**First Year Exams**

High Pass

* Demonstrated ability to explain, analyze and evaluate foundational theories and their application.
* Demonstrated the ability to explain, analyze and evaluate public administration theories.
* Demonstrated the ability to integrate concepts, logics and research across the domains of PA theory and creatively apply them to problems at the organization, institution and community levels of analysis.
* Demonstrated ability to explain, analyze and critically evaluate new theory and research findings in chosen field.

Pass

* Demonstrated ability to explain and analyze foundational theories and their application.
* Demonstrated the ability to explain, and analyze public administration theories.
* Demonstrated the ability to discuss concepts, logics and research across the domains of PA theory and apply them to problems at the organization, institution or community levels of analysis.
* Demonstrated ability to explain, and analyze new theory and research findings in chosen field.

Low Pass

* Demonstrated ability to explain foundational theories and their application.
* Demonstrated the ability to explain public administration theories.
* Demonstrated the ability to discuss concepts across the domains of PA theory.
* Demonstrated ability to explain, new theory and research findings in chosen field.

Fail

* Does not demonstrate a clear understanding of foundational theories.
* Does not demonstrate a clear understanding of public administration theories.
* Does not demonstrate a clear understanding of public administration concepts or research applications.
* Cannot explain new theories or research in chosen field.

**Comprehensive Exams**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **High Pass** | **Pass** | **Low Pass** | **Fail** |
| **Fall 06** | **3** | **6** | **5** | **1** |
| **Spring 07** | **4** | **6** | **2** | **3** |
| **Fall 07** | **4** | **8** | **1** | **0** |
| **Spring 08** | **5** | **4** | **2** | **1** |
| ***Fall 08*** | ***4*** | ***8*** | ***1*** | ***2*** |
| ***Spring 09*** | ***3*** | ***6*** | ***4*** | ***1*** |
| ***Fall 09*** | ***5*** | ***10*** | ***2*** | ***2*** |
| ***Spring 10*** | ***3*** | ***11*** | ***3*** | ***2*** |
| ***Fall 10*** | ***6*** | ***7*** | ***2*** | ***4*** |
| ***Spring 11*** | ***8*** | ***8*** | ***1*** | ***2*** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Fall Exams: Theory & Foundations | 2006-2010 |  |  |  |
| Learning Objective | **High Pass** | **Pass** | **Low Pass** | **Fail** |
| Learn current theories of PA and apply these theories in dealing w/administrative problems. | **14** | **17** | **11** | **3** |
| Integrate concepts, logics and research across the domains of PA theory and creatively apply them to problems at the organization, institution and community levels of analysis. | **8** | **22** | **0** | **6** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Spring Exams: Application & Policy | 2006-2010 |  |  |  |
| Learning Objective | **High Pass** | **Pass** | **Low Pass** | **Fail** |
| Develop an understanding of the systemic nature of social and environmental problems facing our institutions and communities, and the skills to seek creative solutions to regional problems. | **16** | **22** | **10** | **2** |
| Develop expertise in the application of theory and rigorous research methods to institutional problems. | **7** | **13** | **2** | **1** |

**Instrument 2—Dissertation**

After successfully completing 3 years of coursework a student may be “advanced to candidacy”. At this point the student will form a committee and engage in the completion of his/her dissertation research.

**Instrument 3—Dissertation Defense**

**Assessment Instruments**

The following instruments are used to assess both the dissertation and the dissertation defense. Each of these instruments is filled out by the dissertation committee members at the time of defense. In addition, an outside reader is brought in to the final defense to critique the defense itself as well as to read and comment on the dissertation document. The report of the outside reader is submitted to the Dean of the College upon completion of the defense.

The program objectives represented in the Dissertation and Oral Defense are as follows:

Objective 2: Learn current theories of PA and apply these theories in dealing w/administrative problems.

Objective 3: Integrate concepts, logics and research across the domains of PA theory and creatively apply them to problems at the organization, institution and community levels of analysis.

Objective 5: Develop an understanding of the systemic nature of social and environmental problems facing our institutions and communities, and the skills to seek creative solutions to regional problems.

Objective 7: Contribute to scholarly discourse in the field through publication, papers, and professional presentations.

Objective 8: Develop the skills necessary to: compare situations against state of the art practice; challenge current theory; and illuminate value and ethical dilemmas.

**Dissertation Assessment**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Available points | Poor Below 6 | Satisfactory 6-8 | Good 9-12 | Excellent 13-15 |
| Issue/Problem | 0-15 | Marginal or absent focus; Relevance of topic explained; problem statement severely underdeveloped; research questions unclear/confused. | Subject valid and relevant for PA. Some shortcomings in clarity of purpose and associated objectives. Research questions development could improve but clear & explicit. | Subject valid and relevant. Appropriate rationale. Research questions clear and explicit. Scope for study appropriate. Focus maintained on issue. | Clear statement of problem and associated objectives. Persuasive and comprehensive rationale. Research questions demanding and solid. |
| Literature review | 0-15 | No attempt at critical comment. Serious gaps and omissions in literature. Confused conceptual thinking. | Satisfactory knowledge. Gaps and omissions in review. Some attempt at critical comment. Conceptual framework may be incomplete or inappropriate. | Sound knowledge of topic. Some critical review. Conceptual framework underpins study. | Full critical review of literature relevant to study. Comprehensive knowledge. Conceptual framework underpins study. |
| Methodology | 0-15 | Inappropriate data collection. Little justification for selected methodology. Inappropriate methods selected. No understanding of methodology and implication. | Some justification and rationale for methodology. Evidence of basic understanding of values and limitations of methodology.  Appropriate methodology selected but some application errors. | Appropriate selection of and justification for methodology. Appropriate methods used. Clear rationale. More advanced understanding of limitations. | Appropriate selection of and justification for methodology. Full understanding of values and limitations of method. |
| Use of Evidence | 0-15 | Limited or logically inconsistent analysis. No critical evaluation of results or value of evidence. | Appropriate analysis but limited. Limited critical awareness results. Clear presentation of findings. | Clear presentation of findings. Competent analysis. Evidence of ability to evaluate results. | High level analysis using appropriate techniques. Critical competence. Strong evidence base. |
| Use of Theory | 0-15 | Appropriate theoretical construct not developed. Use of theory inappropriate or confused. | Appropriate theory base but limited in use or awareness of construct. | Clear and appropriate theory base. Good articulation of theoretical benchmarks. Clear presentation. | Theory is used as a sound foundational underpinning. Study is grounded and fully discussed from theory perspective. Findings revisit theory. |
| Conclusions and/or recommendations. | 0-15 | Absent conclusions. Unsupported conclusions – evidential or logical or both. | Clear presentation of conclusions related to evidence. Results mostly linked to objectives of study. | Logical conclusions predominantly based on evidence. Evidence of ability to critically evaluate. Results linked consistently to objectives | Clear presentation of fully justified findings. Logical conclusions based on research evidence. Critical competence. |
| Structure and presentation | 0-15 | Unacceptable layout in terms of structure and logical argument. Poor use of English. Numerous deficiencies in presentation. | Generally good layout. Conforms to major specification. Mainly appropriate presentation. Clear expression mostly. | Correct, clear English. Competent expression. Clear presentation. | Excellent layout. Conforms to all technical specifications. Lucid style of expression in English. Appropriate and innovate presentation. |

**Dissertation Assessment –Sheet**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | Total Points: | | Date: |
| **Name/ID Number: …………………………………………………..**  **Dissertation Title: ………………………………………………………………………………………………………………………..**  **Chair/Committee Member: ………………………………………………………………………..** | |  | | Date and  Initials: |
|  | | **Comments** | | **Points proposed** | |
| **Issue**  Clarity of objectives  Statement of the problem  Relevance/significance of study  Rationale for study | |  | | 15%  (0-15) | |
| **Literature Review**  Relevance of sources  Depth of review  Critical awareness  Conceptual framework | |  | | 15%  (0-15) | |
| **Methodology**  Correct use of appropriate method  Date collection techniques/data sources  Critical awareness of limitations | |  | | 15%  (0-15) | |
| **Use of Evidence**  Valid evidence/Depth of analysis  Analysis techniques used properly  Critical awareness about results | |  | | 15%  (0-15) | |
| **Use of Theory**  Benchmarking  Relevance  Depth of inquiry  Attachment to study | |  | | 15%  (0-15) | |
| **Conclusions and/or recommendations**  Plausibility/soundness/produces answers questions  Relevance to objectives  Focus/consistency  Completeness | |  | | 15%  (0-15) | |
| **Structure and Presentation**  Structure, organization of material. Clarity of expression. Use of referencing and bibliography. Use of tables and figures. | |  | | 15%  (0-15) | |
| **Overall assessment**  Competence as independent learner.  Readability, interest. Knowledge contribution. | |  | | 100%  (0-90) | |

**Instrument Results**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student | Issue  (0-15) | Lit. Rev.  (0-15) | Methodology  (0-15) | Use of Evidence  (0-15) | Use of Theory  (0-15) | Conclusions  (0-15) | Structure & Presentation  (0-10) | Overall  (0-100) |
| **1** | 14 | 14 | 14 | 14 | 13 | 15 | 9 | 98 |
|  | 15 | 14 | 13 | 15 | 15 | 15 | 8 | 100 |
|  | 14 | 15 | 15 | 14 | 13 | 15 | 9 | 98 |
| **2** | 12 | 14 | 11 | 12 | 10 | 13 | 8 | 90 |
|  | 14 | 14 | 10 | 11 | 10 | 14 | 9 | 87 |
|  | 15 | 15 | 11 | 13 | 13 | 13 | 9 | 92 |
| **3** | 6 | 9 | 4 | 2 | 6 | 6 | 4 | 60 |
|  | 14 | 13 | 13 | 14 | 14 | 12 | 8 | 90 |
|  |  |  |  |  |  |  |  |  |
| **4** | 15 | 15 | 12 | 13 | 10 | 15 | 9 | 90 |
|  | 14 | 13 | 13 | 8 | 13 | 8 | 8 | 82 |
|  | 14 | 14 | 14 | 14 | 12 | 12 | 10 | 95 |
| **5** | 12 | 13 | 10 | 12 | 10 | 12 | 8 | 85 |
|  | 13 | 14 | 14 | 15 | 13 | 13 | 9 | 95 |
|  |  |  |  |  |  |  |  |  |
| **6** | 14 | 13 | 14 | 14 | 12 | 13 | 7 | 92 |
|  | 12 | 12 | 14 | 13 | 13 | 13 | 9 | 87 |
|  | 13 | 13 | 14 | 13 | 13 | 13 | 9 | 90 |
| **7** | 13 | 13 | 13 | 12 | 12 | 12 | 8 | 88 |
|  | 14 | 14 | 13 | 13 | 13 | 13 | 9 | 90 |
|  | 12 | 12 | 12 | 13 | 13 | 12 | 9 | 85 |
| **8** | 12 | 14 | 13 | 14 | 12 | 11 | 6 | 87 |
|  | 14 | 14 | 14 | 14 | 13 | 13 | 8 | 90 |
|  |  |  |  |  |  |  |  |  |
| **9** | 13 | 13 | 13 | 13 | 13 | 12 | 10 | 93 |
|  | 15 | 15 | 14 | 14 | 15 | 14 | 10 | 97 |
|  | 14 | 14 | 14 | 14 | 14 | 13 | 9 | 97 |
| **10** | 12 | 13 | 13 | 12 | 13 | 12 | 7 | 84 |
|  | 12 | 12 | 13 | 12 | 12 | 13 | 8 | 80 |
|  | 11 | 12 | 12 | 12 | 13 | 10 | 6 | 82 |

**Faculty Coverage and Qualifications**

Observation 1: Faculty Coverage

1. With 7 full time faculty we cover 84% of our DPA curriculum.
2. Faculty specialty and background presents some challenges for the curriculum. For example, we are not effectively preparing our students for the kind of research design and data analysis that is required for successful dissertation completion.
3. Faculty are spread very thin with the number of students in the classroom and at the dissertation stage..
4. The dissertation load is excessive for some faculty and underdeveloped for others.

**Student Graduation and Retention**

Observation 2: Student Graduation and Retention

1. On the front end of the process we are matriculating a large number of students, typically 22-28 first year starts.
2. Attrition tends to represent students who were not viable in the first place.
3. An average of 64% of students who begin coursework, finish all coursework.
4. Since 2000, 48% of those who finish coursework have successfully completed a dissertation. Note: this is a moving target with an 8 year time limit. That is, we have a 48% graduation rate.

Student time line creates a completion problem. Too much time is not conducive to success. Currently, students have 8 years in which to complete their degree. Students may appeal for a 1 year extension if they have a signed form 2 and completed IRB. An additional 1 year extension may be requested if the appeal did not designate “no further extensions”.

Profile of Graduating Students

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Graduation Data  2006-2010 |  |  |  |  |  |
|  | 06-07 | 07-08 | 08-09 | 09-10 | All |
| # of Grads | 8 | 14 | 8 | 9 | 39 |
| Avg Time to Degree | 7.0 | 6.7 | 6.8 | 6.0 | 6.6 |
| % of Male | 25% | 50% | 50% | 56% | 46& |
| % of Black | 17% | 8% | 38% | 22% | 20% |
| % of Hispanic | 17% | 25% | 0 | 0 | 11% |
| % of Asian | 33% | 8% | 0 | 22% | 14% |
| % of White | 33% | 58% | 50% | 44% | 49% |
| % unknown | 25% | 14% | 0% | 0 | 10% |

Facilities

Observation 1: Facilities

1. Current facility issues have to do with space and cultural context. Space is limited when it comes to classrooms. While we have made some headway with regard to staking our claim for weekend classrooms we still have difficulty on heavy use weekends. Bottom line, not enough classroom space.
2. Existing classrooms do not meet safety, comfort, or functionality standards. Classrooms have poor hygiene (ie. Rats). The tables and chairs are often in a state of disrepair and dangerous. Classrooms are not equipped with electrical outlets and appropriate technology.
3. One of the exacerbating issues when it comes to facilities is the lack of personnel available to deal with issues when they arise. Sometimes the equipment and facilities problems would be easily dealt with if the problem did not occur on the weekend. That is, our classes are on the weekend but there is no IT support here at that time. No facilities worker to call to address an immediate problem.
4. The cultural context is more problematic. That is, the university is geared toward the needs of traditional undergraduates. Air Conditioning and heating are not on or working properly on weekends. The library has limited hours. No student services are available.
5. The library services, available material, and electronic media are insufficient for doctoral research. Our students go elsewhere to do research.

Resources

Observation 2: Financial

1. The faculty work-load for a dissertation chair is extensive. The average dissertation requires a minimum of 40 hours of faculty time over (currently) a 1-5 year period. Faculty are paid $1000.00 for a dissertation chair duty. A better reflection of the actual work to be done would be to give all DPA faculty 2 load points for each course and dispense with the stipend for dissertations altogether.
2. Faculty load points are clearly geared for traditional and undergraduate faculty. The doctoral faculty do not receive appropriate load consideration for teaching doctoral courses and engaging in the constant—year round—learning community. Out of classroom work is substantially more challenging in the doctoral program. Faculty should receive 2 load points for every DPA course they teach to account for the extensive workload.
3. The current pay rate is unacceptable and a not a good indicator of the amount of work required to guide a student through the process.
4. Each faculty should have a graduate assistant for research purposes. Currently we have funding for approximately 5 GA’s, funds are needed for two additional assistantships.

Overall Program Assessment

????? Teaching Evaluations

**VI. Summary of Findings**

**VII. Recommendations**

Increase doctoral faculty load points to 2 points per DPA course.

Remove dissertation stipends and require 2 dissertation advisor-ships per year per faculty.

Reduce the number of admitted students to 14 per year.

Manage the faculty dissertation workload.

Move the initial research courses to the second year in order to allow students more time to understand research design and data analysis.

Expand the rigor of the research aspect of the DPA.

Develop research partnerships between faculty and students.

Increase budget for graduate assistantships to accommodate 1 GA for each full-time DPA faculty.

Replace all adjunct faculty with full-time DPA faculty.

Review and revise the comprehensive exam process.

**VIII. External Reviewer**