

**UNIVERSITY OF LAVERNE  
COMMISSION ON PEER REVIEW AND ACCREDITATION  
2002-2003 ANNUAL REPORT**

**May 3, 2003**

**Data Section**

1. Number of completed Applications (for accredited degree program *only*) received for current academic year (2002-03) 31
2. No. of New Admissions (regular & probationary) to program for current academic year 31
3. Number of Full-Time and Part-Time New Enrollments for current academic year  
17 Full-time 9 Part-time
4. Number of program degrees granted last academic year 20
5. Number of Core Faculty (based on the definition you used in your last self study) 5
6. Itemized Core Faculty: please list

<u>Name</u>	<u>% of teaching load allocated to courses in the program</u>	<u>Dept. (of their tenure)</u>
Beaumaster, S.	14%	PA
Garubo, R.	14%	PA
Meek, J.	14%	PA
Schildt, K.	43%	PA
Yousof, J.	14%	PA

7. Budget for the accredited degree program (not the school or dept.)  
\$182,720 total for program, including salaries  
\$129,132 salaries of instructional faculty and staff *only* (incl. Adjuncts)

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**Narrative Section**

**Standard 1.0 Eligibility for Peer Review**

State the changes in eligibility and institutional accreditation or that there is no change.

*There have been no changes in eligibility or institutional accreditation.*

**Standard 2.0 Program Mission**

Standard 2.1 (Mission Statement) requires that programs state clearly their mission and "have an orderly process for developing appropriate strategies and objectives." Standard 2.2 (Assessment) states that "each program shall develop and use procedures for determining how well it carries out its mission." Standard 2.3 (Guiding Performance) requires that the "program shall use information about its performance in directing and revising program objectives, strategies and operations." Briefly describe how over the past year you have used evaluations of the program mission, assessments of performance and accomplishment, to make changes to the program. Even if these reflections did not lead you to make explicit changes in your mission statement, please describe the issues you considered, the information you collected, and the processes you used (such as faculty meetings, focus groups, meetings with students, etc). If you did make changes in the mission statement or stated program objectives, please report your revised mission

statement/objectives in this section. **Programs MUST respond to this Standard in their Annual Review.**

*There have been no changes in the program's mission statement or program objectives.*

*In terms of the program evaluation process, a number of changes have been implemented. At the university-wide level, on-line course evaluations have been piloted at the undergraduate and selected graduate programs in an attempt to expedite the communication of the results to faculty. The old paper-based system was perceived to be cumbersome and slow resulting in lengthy delays in the communication of information. The MPA program began utilizing on-line course evaluations during the winter term (January 6 2003-March 16 2003). The student response rate has not been very high across the university and efforts at the program and university-level are underway to improve the rates. The MPA program continued utilizing paper-based evaluations in conjunction with on-line to maximize the amount of evaluative information.*

*At the program level, the MPA has created an Alumni Advisory Board. This group of former students provides feedback to the MPA Program Chair on curriculum and the impact of the program on their professional development since graduating from the program. In the Graduate Seminar course, the capstone course for the MPA, a new requirement has the students writing a reflective "impact paper" detailing how the program influenced their thinking on public administration and their professional development. The Executive Advisory Board, comprised of senior executives in the public and nonprofit sectors, continues to meet annually as a committee of the whole and individually with the Program Chair on an ad hoc basis to review and advise on program objectives and curriculum. The focus of this year's activity for the Executive Board were discussions dealing the development of an on-line program and an off campus program in Orange County.*

### **Standard 3.0 Program Jurisdiction**

Describe any significant changes, particularly with respect to organizational arrangements, program administration and scope of influence, or state that there is no significant change.

*As part of an ongoing reorganization effort at the university, the Department of Public Administration has split into an undergraduate division and a graduate division. This will allow the graduate faculty to better focus their energies and duties in the MPA and DPA programs. Also it was recently announced that effective July 1, 2003, the university is merging the School of Public Affairs and Health Administration (including the Department of Public Administration) with the School of Business and creating the College of Business and Public Management. This is congruent with changes across the university to gain economies of scale among smaller units of the university.*

### **Standard 4.0 Curriculum**

Report any significant changes, particularly with respect to courses, degree requirements and specializations, or confirm no significant changes.

*There have been no significant changes to the curriculum or degree requirements.*

### **Standard 5.0 Faculty**

State significant changes, particularly in number of faculty nucleus or diversity, or state no significant change.

*In the 2002-03 School Year, the MPA Core Faculty taught 73% of the MPA courses. Dr. Matt Witt and Dr. Keeok Park did not have teaching responsibilities in the MPA program due to the reorganization of the Department of Public Administration into undergraduate and graduate divisions. Additionally, due to health issues, Dr. Ray Garubo retired at the end of the winter term and no longer is a member of the MPA core faculty (Dr. Garubo had no teaching responsibilities scheduled for the spring term). The Department is currently searching for a replacement for Dr. Garubo's position and has added Dr. Jess Overall to the core MPA faculty for the 2003-04 School Year.*

**Standard 6.0 Admission of Students**

Report significant changes particularly in admission factors, size of program, number of graduates and diversity, or note no significant change.

*There has been a slight increase in the number of students in the program and in overall registrations, eight and fourteen respectively. There were no other significant changes.*

**Standard 7.0 Student Services**

Describe significant change, or confirm no significant change.

*There have been no significant changes in student services.*

**Standard 8.0 Support Services and Facilities**

Note changes and trends, particularly with respect to budget, support personnel, and state the program budget amount, what is included (e.g. salaries, grants, travel, operating expenses, equipment, etc.), the percent change from last year, and the implications. Programs must respond to this Standard in their Annual Review. Please report the numerical budget amount in the data section #7 above. In this section please note whether this reflects any change at all from the previous year (even if only an increase to cover inflation). The point of COPRA's request is to ensure that the program has adequate resources to accomplish its mission this year.

MPA Program Budget Comparison 2001-2002 – 2002-2003

<b>Item</b>	<b>01-02 Budget</b>	<b>02-03 Budget</b>	<b>% Change</b>
Revenue Total	\$247,562	\$247,699	0.0%
Salaries	\$138,300	\$157,759	14.0%
Supplies	\$2,200	\$9,451	329.6%
Operations	\$6,600	\$10,785	63.4%
Capital Outlay	\$212	\$0	0.0%
Financial Aid	\$2,935	\$4,725	61.0%
Expense Total	\$150,247	\$182,720	21.6%

*There was an increase of approximately \$32,000 in program expenses due to inflation and the inclusion of a portion of the Department's student recruitment position and associated budgetary expenses (split between the MPA and DPA budgets).*

**Standard 9.0 Off-Campus Programs and Distance Education**

Report any significant changes in off-campus program arrangements, or confirm no significant change. If you have begun to offer courses or programs on-line or through distance learning, please identify the nature of the offerings.

*The program has increased the use of on-line technology in anticipation of developing an on-line program in the future. In the Spring 2003 term, the Introduction to Public Administration course*

*and the Graduate Seminar course utilized a hybrid format where the students met in regular classroom sessions and on-line in discussion forums focusing on particular reading assignments.*