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Leadership in Re-accreditation of the MPA Program

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# Leadership in Re-accreditation of the MPA Program

## Udaya R. Wagle

### School of Public Affair and Administration

## 1 - MPA Program at SPAA

- A professional graduate program (Master of Public Administration) with concentration in:
  - Healthcare, Human resources, Law, Nonprofit, and Management
- Accredited by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA)
  - The only international accrediting body in the discipline
- Each accreditation is for seven years
- SPAA MPA program will go through re-accreditation in 2017-2018
- Self-study process, reporting, and site visit are essential components of accreditation

## 2 - Self-Study

- Self-study occurs in 2016-2017
- Report due August 15, 2017
- Must be a comprehensive process to document how the program meets the accreditation standards:
  - Is managed strategically
  - Matches governance with the mission
  - Matches operations with the mission under:
    - Faculty performance
    - Serving students
    - Student learning
  - Matches resources with the mission
  - Matches communication with the mission

## 3 - Resources and Management

- The program has resources:
  - Faculty and staff
  - University
  - Students
  - Alumni, employers, and community
- Major Participants:
  - The SPAA staff collects the data
  - The SPAA director oversees the entire process and completes report

## 4 - Progress So Far (September 2016)

- Program’s mission, values, and goals redefined: Spring 2016
- Student assessment system developed: Spring 2016
- Assessment data collection: Ongoing (Summer 2016 – Spring 2017)
- Program’s logic model developed and finalized: Ongoing (Summer – Fall 2016)

## 5 - Redeveloped Mission of the MPA Program

The mission of the MPA Program is to improve the quality of public service by developing professionals and leaders equipped with knowledge and skills in theories, methodologies, and innovative practice in the interdisciplinary field of public administration. Our graduates lead and manage a diverse range of government, nonprofit, and healthcare organizations and make positive impacts on the lives of citizens locally, nationally, and globally.

## 6 - Core Values of the MPA Program

- Plurality of ideas and perspectives
  - Common good, liberty, social justice for all, and democratic governance
  - Ethical and competent leadership and decision-making
  - Efficient, effective, equitable, and transparent practice of public service

## 7 - Design of the MPA Program

- Total requirement: 42 credit hours
  - Core courses: 18 credit hours
  - Area of concentration: 18 credit hours
  - Pre-career students: Additional 3 credit hours of PADM 7120 (Professional Field Experience)

## 8 - MPA Program’s redeveloped goals

- Promote learning and critical thinking in public administration and ensure professional competencies in all required NASPAA domains.
- Integrate research, teaching, and service to enhance leadership skills, administrative capacities, and management practices.
- Provide and strengthen career preparation for professional and managerial jobs at public and nonprofit organizations locally, nationally, and globally.
- Embed plurality of perspectives and ethics throughout the curriculum and institutional practices.
- Elevate the values and practices of diversity among students, staff, and faculty.
- Promote collaboration by attracting qualified students and expanding the program’s market.

## 9 - MPA Logic Model

### Input:
- Adult Learners, Multiple Sites, Values, Faculty/Staff, $S$, Curriculum, Technology, Facilities, Partners/Collaborations, Alumni, Employers, Academic content and pedagogy specialization

### Outputs:
- Students mastering course content (%)
- Students meeting KSA & professional skills & codes of ethics
- Students demonstrating competence across all NASPAA domains
- Agent of change in a dynamic & challenging world
- Improvement in public service locally and beyond
- Integration of research, service, & curriculum
- Program preparation & recognition
- Enhance student’s professional skills & codes of conduct

### Intermediate Outcomes
- Service students (#)
- Faculty & students under-stand & apply developments in social sciences
- Students demonstrate competence across all NASPAA domains
- Dissemination of learning, best practices, & research
- Collaborative sponsored projects
- Grant, partner,與 the larger community & profession
- Continuous monitoring of student recruitment & retention
- Impact-based documentation & evaluation

### Long-term Outcomes
- Application of KSA & competencies in communities to effect change
- Advancing professional & applied knowledge, research, & service
- Challenging recognition of contributions to knowledge, methods, & service
- Discourse discovery & learning
- Enhance continuing education & application

### Activities
- Adapt core knowledge, competency, & best practices in curricular
- Recruit & retain competent & experienced practitioner faculty
- Apply innovative & effective pedagogies
- Design & monitor student program

### Outcomes (Indicators)
- Performance & evaluation data
- Core competencies:
  - Knowledge & skills
  - Professional & applied knowledge, research, & service
  - Innovative & effective pedagogies
  - Adapt core knowledge, competency, & best practices in curricular

### Impact:
- Curricular, Concentrations & Electives
- Students mastering course content (%)
- Students meeting KSA & professional skills & codes of ethics
- Students demonstrating competence across all NASPAA domains
- Agent of change in a dynamic & challenging world
- Improvement in public service locally and beyond
- Integration of research, service, & curriculum
- Program preparation & recognition
- Enhance student’s professional skills & codes of conduct

### Time/Amount of Exposure
- Students demonstrating competence across all NASPAA domains
- Agents of change in a dynamic & challenging world
- Improvement in public service locally and beyond
- Integration of research, service, & curriculum
- Program preparation & recognition
- Enhance student’s professional skills & codes of conduct

## 10 - Future Activities

- Solicit stakeholder inputs in program structure, design, and modalities: Summer – Fall 2016
- Develop data collection instruments: Fall 2016
- Collect data from institutional sources: Spring 2017
- Collect data from students and alumni: Spring 2017
- Analyze institutional and survey data: Spring – Summer 2017
- Prepare and finalize self study report: Summer 2017
- Site visits: 2017-2018
- Re-accreditation finalized: Summer 2018