

2013

## UNO Website: Public Administration NASPAA 2013 Annual Report

UNO Department of Public Administration University of Nebraska at Omaha

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**Commission on Peer Review and Accreditation of the  
Network of Schools of Public Policy, Affairs, and Administration  
Annual Accreditation Report**

Instructions:

Please fill in the following narrative and quantitative fields with information related to conformance with Network of Schools of Public Policy, Affairs, and Administration 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 data report year is defined as the Academic Year prior to the report's submission. The program will indicate in the report if its university defines its Academic Year as "Fall, Spring, Summer" or "Summer, Fall, Spring".

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.

**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 click [here](#) to enter the revised mission statement. Please describe the changes and the mission revision process (Question 3) regarding substantive change.**

The mission of the Master of Public Administration program is to strengthen the public service in a democratic and diverse society by educating students to manage and lead public and nonprofit institutions effectively, ethically, and democratically.

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

**3. Has your program made any substantive changes since the most recent review or annual report? If so, please elaborate.**

No substantive changes have been made to the program.

**4. 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. If you wish to upload any supplements, you may do so at the bottom of the form.**

We have refined definitions for the five universal competency areas, based on our mission. This was done through input from the MPA Advisory Board, an analysis of student exit surveys, a

faculty retreat, and subgroups of faculty members. This year, we will conduct focus groups with employers to obtain their perspective. We have identified and implemented assessment measures in some areas. For example, we have begun to have new students conduct self-assessments of their proficiency in our competencies; we intend to conduct these surveys again when students complete the program, for comparison purposes. We also have a new rubric for our capstone projects that will be used as an assessment tool; the capstone projects are designed to integrate much of what the student has learned throughout the program, so provides us the opportunity to assess their level of achievement of many of the universal competencies.

We are currently in the process of reviewing our core curriculum to ensure that our required courses provide the best linkage with the universal competencies. Following this process, we will refine the assessment measures and conduct a complete assessment of the universal competencies. We also have definitions for the elective competencies and are working to refine the assessment measures.

Information about performance and operations is regularly reported to program faculty at monthly meetings. In addition, faculty attend and help to facilitate and grade presentations of capstone projects each semester, so are well aware of the quality of the ultimate products produced by our students at the end of the program. Student input is formally received through the inclusion of an elected student representative on the MPA Committee, which also meets monthly. Information about performance and operations is regularly discussed at the annual Advisory Board meetings and monthly faculty meetings and program adjustments are made as needed.

**5. Number of Faculty Nucleus** 12

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**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 at least 5 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.**

**6. 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.**

	Full Time Faculty	Part Time Faculty
<b>% All courses</b>	63	37
<b>% Courses delivering required competencies</b>	81	19

**7. Indicate how the program defines its Academic Year Calendar** Fall, Spring, Summer

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**8. 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.**

<b>Applicants</b>	122
<b>Admitted Students</b>	116

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Enrolled Students

85

(This question is optional for programs using the pre-2009 standards.)

9. Below, using the ARY-5 cohort, indicate the cohort's initial enrollment numbers, how many of those enrolled graduated within the program design length, and within 150% and 200% of program design length. Note that the numbers in each successive column are cumulative, meaning that the number of students in the column for 200% of degree length should include the numbers of students from the 150% column, plus those that graduated within 150-200% of program length.

	Initially Enrolled	Graduated 100% or Degree Program Length	Graduated 150% of Degree Program Length	Graduated 200% of Degree Program Length
<b>Total Number of Students in the ARY-5 Cohort</b>	41	26	31	

10. Please define your program design length:

Semesters

8

11. Report the job placement statistics (number) for the year PRIOR TO the annual program survey year, of students who were employed in the "profession" within six months of graduation, by employment sector, using the table below.

National or central government in the same country as the program	3
State, provincial or regional government in the same country as the program	6
City, County, or other local government in the same country as the program	10
Government not in the same country as the program (all levels) or international quasi-governmental	0
Nonprofit domestic-oriented	7
Nonprofit/NGOs internationally-oriented	2
Private Sector - Research/Consulting	2
Private Sector but not research/consulting	5
Obtaining further education	1
Military Service	0
Unemployed (not seeking employment)	1
Unemployed (seeking employment)	2

Status Unknown 4

Total 43

**12. CHEA requires NASPAA to ensure that programmatic outcomes are provided on all public communication materials. Please copy and paste an URL link to where your program website presents employment statistics (or other programmatic outcomes) to show student success.** <http://www.unomaha.edu/college-of-public-affairs-and-community-service/public-administration/academics/mpa-accreditation.php>

**15. 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:**

Standard 1.1 No

Standard 1.2 No

Standard 1.3 Yes

**Standard 1.3 Response**

The program is being monitored on Standard 1.3, Program Evaluation. We were asked to provide further information on how the program is aligning student competencies with data collection tools and how the program systematically links assessment measures to its mission, student learning outcomes, and feedback for program improvement. During our self-study, we recognized the need to use a broader, more inclusive process to refine our definitions of the universal competencies. We have revised these definitions based on input from the MPA Advisory Board, community stakeholders/practitioners, analysis of several years of student exit surveys, a faculty retreat, and sub-groups of faculty members working on each of the universal competency areas. We have identified assessment measures in most areas and conducted assessments in some areas. Our capstone research projects serve as a culminating experience for our students, and the quality of the final paper and presentation are key assessment measures for many of our definitions of the universal competencies. We have instituted a grading rubric for the capstone project that is aligned with our definitions of the universal competencies. We have also implemented a survey of our incoming students to have them assess their level of proficiency on the competencies when they enter the program, which we will then compare with their responses when they complete the program. In addition, we have revised our exit survey instrument and the process used to increase the response rates and to more clearly assess competencies. We are currently reviewing our core curriculum to determine the extent to which changes are needed to strengthen the linkages between the required classes and the universal competencies. Following this process, we will refine the assessment measures and conduct a complete assessment of the universal competencies. We also have definitions for the elective competencies and are working to refine the assessment measures.

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** Yes

**Standard 4.3 Response**

The program is being monitored on Standard 4.3, Support for Students. We were requested to provide updated information on our attrition rate, and information regarding support service/efforts/interventions to improve time to completion for the degree. We analyzed the experience of our students over several years and recognized that our students are predominantly in-service, part-time students who take one or two classes per semester. After this analysis, we determined that program degree length of 4 years (8 semesters) is most appropriate for the nature of our students, so we revised the program degree length effective Fall 2012 from 2.5 years (5 semesters) to 4 years (8 semesters). For the ARY-5 cohort reported in question #9, 63% graduated within 4 years. We strongly encourage students not to take a larger course load than they can handle on top of career and personal obligations, as we want them to be successful in all areas of their lives. Our faculty and Academic Program Coordinator work closely with students as advisors. However, we recognize the competing pressures in our students' lives, and we prefer that they take the time necessary to do well in their courses, even if it means only taking one course per semester or taking a semester off, rather than being unsuccessful as a result of taking too many courses. In the past, we have had difficulty in obtaining current data on student enrollment trends to be used in monitoring individual student progress. We now have the capability to use the university's student information system to more closely track student enrollments each semester, as well as the ability to have early warnings of students who are getting into academic difficulty. We have begun to directly contact students who are not taking courses in a given semester, and those who are having academic difficulty, to determine the reason and see if there is anything we can do to help them to continue in the program.

**Standard 4.4** No

**Standard 5.1** Yes

**Standard 5.1 Response**

The program is being monitored on Standard 5.1, Universal Required Competencies. We were asked to provide further information on how the program is aligning student competencies with data collection tools and how the program systematically links assessment measures to its mission, student learning outcomes, and feedback for program improvement. During our self-study, we recognized the need to use a broader, more inclusive process to refine our definitions of the universal competencies. We revised these definitions based on input from the MPA Advisory Board, community stakeholders/practitioners, analysis of several years of student exit surveys, a faculty retreat, and sub-groups of faculty members working on each of the universal competency areas. We have identified assessment measures in most areas and conducted assessments in some areas. Our capstone research projects serve as a culminating experience for our students, and the quality of the final paper and presentation are key assessment measures for many of our definitions of the universal competencies. We have instituted a grading rubric for the capstone project that is aligned with our definitions of the universal competencies. We have also implemented a survey of our incoming students to have them

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**Standard 5.2** No

**Standard 5.3** No

**Standard 5.4** No

**Standard 6.1** No

**Standard 7.1** No

**Monitored under old Standards** No

*End Accreditation Maintenance Report*

**Hide** Annual Program Survey

**Hide** Short Form

**Hide** Membership Level Data

If your school has more than one degree that falls under your NASPAA membership, you should aggregate the data for each degree into one response for these questions. You will only need to complete this section for your first degree program.

**17. Last fall semester/quarter, what was the number of each of the following? (use headcount, not FTE. If you have only FTE data, please indicate this in the Comments & Caveats section below.)**

**Total Instructional Faculty for your NASPAA degree program(s)** 19

**Total sections offered by your NASPAA degree program(s)** 24

**Percentage of those sections taught by full-time faculty** 50

**Hide** Tuition

For the following questions relating to tuition/fees, the program should provide data for a student enrolled on a FULL TIME basis. Please include all mandatory fees as well as tuition in your calculations. Do not include adjustments for financial aid offered to students. If appropriate, report the following separately (Private Institutions should report their tuition under

Level 1):

- Level 1: The highest level of tuition (Typically for Out of State students)
- Level 2: For those programs with a second, lower tuition rate (Typically for In State students)

**18. What is the total, non-discounted cost (tuition/fees) for a Full Time Student who enrolled in fall of the survey year to complete the degree program?**

	Out-of-state	In-state
<b>Tuition</b>	25,935	9,223
<b>Fees</b>	2,603	2,603
<b>Total Cost</b>	28,538	11,826

**Hide** Financial Aid

For this survey, financial aid consists of tuition scholarships, assistantships, fellowships, or work-study support from your institution. This includes direct funding from your program or from other sources within the institution. Do not include loans or other assistance that must be repaid.

Indicate the percentage of students enrolled in the program who received financial aid. Enter separate percentages for Full-time, Part-Time, and International Students. Enter a whole number between 0 and 100 for 0% to 100%.

**19. % of Full-Time Students receiving Financial Aid** 1

**20. % of Part-Time Students receiving Financial Aid** 16

**21. % of International Students (Full and Part-Time) receiving Financial Aid** 0

**Hide** Program Level Data

The following section should be completed for each of your NASPAA membership degrees.

**22. Name of the School/ Department where the program resides** School of Public Administration

**23. Indicate who the program is primarily designed to serve (select only one):** c. Both full-time and part-time students

**25. Are evening or weekend classes available** We have evening classes but not weekend ones

**26. Approximately how many**



**semesters/ terms would it take a full-time student to complete the program?**

5 Semesters

**27. Indicate the mode of program delivery that most accurately describes your program (check all that apply)**

b. In person instruction with online coursework available  
c. Primarily online (students have to come to campus at least once)

**28. In the area below, describe what is distinctive about this degree program that you would like prospective students to know. You may not refer to your programs US News and World Report rankings in this text box. (Limit 60 words)**

UNO's MPA Program has a great combination of a high ranking, extremely competitive tuition rates, and the flexibility of both online and traditional formats. Students who want an excellent education at a reasonable price apply to UNO's MPA Program. Our faculty are respected scholars in the field of public administration and bring excellent teaching to the classroom. With nine concentrations, students may select the area that interests them the most for a career in public service. We are practical, professional, and prestigious.

**29. Please select the concentrations/specializations your program offers (Check all that apply):**

City/ Local  
Criminal Justice  
Emergency  
General/ Public Management  
Health  
Information Technology  
Nonprofit  
Public Policy Analysis  
Other (Please specify)

**Other areas of primary concentration:**

Aviation, Social Work (dual degree MSW/MPA), Information Management (dual degree MPA/MIS)

**30. If your program has a branch or satellite campus located in another state or country, please check off which location(s) your program is available.**

No

**31. Admission Requirements (check all that apply):**

**Bachelors Degree** Required

**Letter of Recommendation** Required

**Resume** Required

**Standardized Tests** Required

**GRE** Yes

**GRE Qualitative** No

**GRE Quantitative** No

<b>GMAT</b>	No
<b>LSAT</b>	No
<b>TOEFL</b>	No
<b>Other Standardized Test</b>	No
<b>GPA</b>	Required
<b>Statement of Intent</b>	Required
<b>Essay/Additional Writing Sample</b>	N/A
<b>Professional Experience</b>	N/A
<b>Interview</b>	N/A
<b>Special Mission Based Criteria</b>	N/A

**32. Please provide a short (300 characters) description of your programs admissions policy. (In this area you may talk about waivers, typical admits, and mission based admissions factors).**

The admissions policy is broad so that diverse students have the opportunity to apply and be admitted. We uses a portfolio approach in reviewing the applications, considering all of the materials as a whole. The general prerequisite for admission is a Bachelor's degree from an accredited institution. In addition to the degree, the GRE, applicant's GPA, applicant's resume, an essay (to consider the applicant's goals in the context of the program's mission), and letters of recommendation are reviewed and considered for admission. All applications are reviewed by the MPA Admissions Committee, a sub-committee of three faculty members drawn from the MPA Program Committee.

At this time, there are no waivers to any of the application materials. Each applicant applies the same way as stated and listed above.

**33. What is the total number of new students entering the program in the fall?** 34

**34. What is the total number of students currently enrolled in the program?** 209

**35. Total completed applications received in the academic year for only this program (combining summer, fall and spring admission cycles if necessary, and combining applications for full-time and part-time enrollment). Count only those applications that are considered "complete" for admission:Enter whole numbers of applications only.** 90

36. Of the total number of students currently enrolled, what is the percentage of

a. Out-of-state students: 17%

b. International students: 1%

c. Female students: 45%

d. Part-time students: 90%

e. Persons of diversity: 12%

37. How many degrees were awarded by this degree program during data report year 49

Hide Long Form

Hide Membership Level Data

If your school has more than one degree that falls under your NASPAA membership, you should aggregate the data for each degree into one response for these questions. You will only need to complete this section for your first degree program.

38. What is the median salary for the following (if you have 3 or fewer total faculty use d. to enter median salary):

a. Professor: 93,650

b. Associate Professor: 82,606

c. Assistant Professor: 63,648

39. Please enter the staff FTE (Full-Time Equivalent) devoted to those functions (even if some staff perform multiple functions). Use 0 [zero] for functions without designated staff.

a. Recruiting: 0.10

b. Admissions: 0.20

c. Student Advising: 0.40

d. Career Services: 0.10

e. Alumni: 0.00

f. Distance Learning Administrative Support: 0.20

40. Health Insurance Fees: Do the mandatory fees included in the calculations of cost in non-

discounted cost (tuition/fees) of the degree program, include health insurance? NO

41. Were students accepted into the program offered Graduate/Teaching Assistantships this academic year? Yes

43. Do you offer any tuition waivers or scholarships not tied to Graduate/Teaching Assistantships? Yes

44. Does the program: offer a tuition waiver

Hide Program Level Data

The following section should be completed for each of your NASPAA membership degrees.

46. Your institution is: A NASPAA Member

47. Indicate the location of the degree program within the University: a. In a Stand Alone School

48. Is a Dual-degree option available to students? Yes

Please select all that apply: Master of Social Work (MSW)  
Other (Please explain)

Other Dual Degree Program

Master of Information Science

49. What is the institution's academic calendar? Semester

50. Indicate the credit hour allocations for the following (use hours not percentages):

a. Required Courses: 24

c. Required Internship: 0

b. Elective Courses: 15

51. What is the primary language(s) of instruction used for this degree program English Only

52. Do you accept new students year round or just in the Fall each academic year? b. We admit new students both in the Fall and Spring semesters.

53. Of the total completed applications received in the academic year for this program, how many were 85

accepted/admitted?

54. Of the total admitted, what is the percent for:

a. Out-of-state residents: %17

b. International students: %1

c. Female: %35

d. Persons of Diversity %5

55. Of this number (total degrees awarded from Short form), how many 6 were joint degrees?

56. What is the data source for your alumni data? (Check all that apply.) We don't collect alumni data