



SCHOOL *of* PUBLIC AFFAIRS
AMERICAN UNIVERSITY ★ WASHINGTON, D.C.

SPA Online Masters in Public Administration and Policy

OLLC Meeting, February 23, 2017



Inception and Background

- SPA approached by the Provost to consider online master
- MPA identified as a likely online market
- DPAP discussed pros and cons, decided on MPAP
- Wiley (Deltak) hired by AU to develop three online (later more) graduate degrees
 - School of Education Teaching and Health (MA in Nutrition Education)
 - College of Arts and Sciences (MA in Teaching English as a Foreign Language)
 - School of Public Affairs (Masters of Public Administration and Policy)
- Interim chair put forth a draft proposal setting cornerstones
- SPA Director of Online Programs appointed in August 2013
 - Leadership for our masters degree, shepherding through AU approval process
 - Working with DPAP and Wiley to prepare launch for F2014
 - Working with faculty and Wiley on developing courses and program
 - Oversee accreditation (to come)
- AU Board of Trustee approval February 20, 2014

My role:

- Wiley
- Colleagues
- Dean & Chair
- SPA (admissions, advising, budgeting)
- AU & Provost
- NASPAA
- Program specialist

Wiley:

- Some program development
- Marketing/recruitment
- Course (re-) development & instructional design
- Course prep and revisions
- Instructor training
- Student enrollment
- Advising



MPAP Mission & Goals

The online **Master of Public Administration and Policy (MPAP)** program provides students with the knowledge, skills, and values necessary to advance the quality of public policy making and administration in government and related organizations in the U.S. and abroad.

1. **Analyze administrative problems and craft solutions** by applying knowledge of organizational management and leadership, organizational structure and culture, human resource systems, as well as the political and legal context of contemporary public service organizations.
2. **Formulate, evaluate, and communicate public policies and programs** using acquired analytic frameworks and methodological skills, including statistics, economics, and politics while considering their responsiveness, accountability, effectiveness and equity.
3. **Incorporate a range of constitutional and ethical values** into policy and administrative analysis and actions, including respect for the diversity of people and perspectives in the policy process.
4. **Apply acquired skillsets, expertise, and values** to real-world policy and organizational problems in a collaborative manner.



NASPAA Universal Required Competencies



The Global Standard in Public Service Education

中文

Español

- The ability to lead and manage in public governance
- The ability to participate in and contribute to the policy process
- The ability to analyze, synthesize, think critically, solve problems and make decisions
- The ability to articulate and apply a public service perspective
- The ability to communicate and interact productively with a diverse and changing workforce and citizenry



Tightly Structured Program

Master of Public Administration and Policy (MPAP)

- Housed by SPA and taught by DPAP faculty
- 12 courses a 3 credits, 36 credit degree
- Blend of MPA and MPP courses, some unique MPAP

Fully online, but integrated into campus life

- Mainly asynchronous, but effort to build community
- Starting August 2014, one cohort per semester (fall, spring, summer)
- 2 courses per semester (8+8 weeks) → 24 months to complete



Sequencing of courses
as of Sept 2016:

- PUAD-612 Introduction to Public Administration & the Policy Process
- PUAD-626 Legal Issues in Public Administration
- PUAD-606 Foundations of Policy Analysis
- PUAD-630 Public Managerial Economics
- PUAD-633 Budgeting and Financial Management
- PUAD-660 Quantitative Methods
- PUAD-661 Foundations of Program Evaluation
- PUAD-684 Organizational Analysis
- PUAD-665 Managing Human Capital Assets
- PUAD-650 Leadership in a Changing Workplace
- PUAD-617 Project Management
- PUAD-688 Policy Practicum



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F2016	TERM 5	29-Aug	21-Oct			617 Proj Chad Smith 001	1	665 HCap Vanders chuere	1	661 Eval Poirier 001 and Crowe 002	2	633 Budget Sims BOTH	2	606 Found Sullivan 001 & Bronfma n 002	2	612 Intro Moloney (2) & Putansu (1)	3				
	TERM 6	24-Oct	16-Dec			688 Pract Juszczak 001	1	650 Lead Accius 001	1	684 Orga Makhlouf BOTH	2	660 Quant Amirkha nyan 001 & Chad Smith 002	2	630 Econ Brummet BOTH	2	626 Legal Wilson BOTH	2				
S2017	TERM 1	9-Jan	3-Mar					617 Proj Chad Smith 001	1	665 HCap Vanders chuere BOTH	2	661 Eval Poirier 001 and Crowe 002	2	633 Budget Juszczak 001 & Sims 002	2	606 Found Sullivan 001 & Bronfma n 002	2	612 Intro Putansu (BOTH)	2		
	TERM 2	6-Mar	28-Apr					688 Pract Poirier 001	1	650 Lead Accius 001 & Ferrante 002	2	684 Orga Makhlouf BOTH	2	660 Quant Branneg an 001 & Nikolova 002	2	630 Econ Brummet BOTH	2	626 Legal Paxton 001 & Wilson 002	2		
Su2017	TERM 3	1-May	23-Jun							617 Proj Smith BOTH	2	665 HCap Vanders chuere BOTH	2	661 Eval Poirier 001 and Crowe? 002	2	633 Budget	2	606 Found	2	612 Intro Moloney (001) & Putansu (002)	2
	TERM 4	26-Jun	18-Aug							688 Pract Smith 001 & Poirier?	2	650 Lead Accius? 001 & Ferrante 002	2	684 Orga Makhlouf ? BOTH	2	660 Quant Branneg an 001 & Nikolova 002	2	630 Econ Brummet BOTH	2	626 Legal	2



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Student Projections – Actual Enrollments

Term	Projections Oct. 2013	Actual Starts	Total # Students	Students on leave
Fall-14	15	8	8	
Spring-15	32	18	21	
Summer-15	45	18	37	1 (2.7%)
Fall -15	59	38	73	4 (5.5%)
Spring -16	71	30	100	2 (2.0%)
Summer -16	87	37	115	11 (9.5%)
Fall -16	99	37	133	9 (6.1%)
Spring -17	104	28	144	12 (8.3%)
Summer -17	114			
Fall -17	123			
Spring -18	131			
Summer -18	145			
Fall -18	154			
Spring -19	162			
Summer -19	179			



Student Demographics (July 28, 2015)

<i>Demographic</i>	<i>N Students</i>
Female	35
Male	9
White	25
Black	9
Asian	5
Hispanic	2
Other	3
Receiving fin. aid	31
Receiving GI bill funding	6
Self-funded	7



Course Developers and Instructors

- All courses are developed by full-time SPA-DPAP faculty in exchange for stipend (and course release) according to AU courseware license agreement
- They teach the course on load at least once and then serve as “instructors of record” to oversee courses and mentor adjunct professors (in return for oversight stipend); they also occasionally teach their course on load when available
- Adjunct professorial lecturers serve as instructors (former Ph.D. students, practitioners, in-house adjuncts)

- All 12 courses are developed (10 faculty in all)
- One course had to be newly developed
- One course is being redeveloped
- Start of a planned redevelopment cycle



Key Challenges

Partnership

- Enrollments ← → Accreditation
- Instructor training and support (engagement & community)
- Online student needs (retention & persistence)
→ student culture, connection to AU/campus

AU Systems

- University systems make us feel like an exception (OUR, ac. calendar etc.)
- University systems seem disjuncted, uninformed of what everyone does (e.g. budgeting, scheduling)

Degree content

- Quantitative methods online
- Career services