

Strategic Plan, 2010

**Public Administration Institute
E. J. Ourso College of Business Administration
Louisiana State University**

- I. Charge to Public Administration Institute in 1984: Provide graduate and professional education to employees in state and local governments; provide leadership in research in public management and public policy; provide leadership in professional contributions in public management and public policy.**

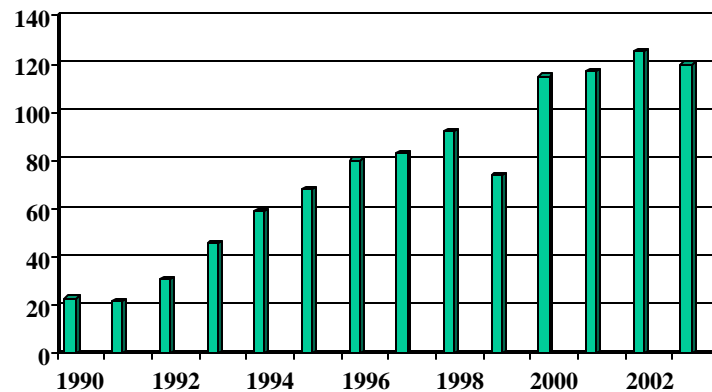
A. Provide Education and Training for Employees in State and Local Government

The Public Administration Institute was initiated in 1984 as a separate division within the College of Business Administration. From 1974 through 1984 the Master of Public Administration degree was administered by the Department of Economics in the College of Business Administration. The first two graduates of the MPA program were Bill Silvia, Vice-President of Finance and Administration for the LSU System, and Ronnie Smith, Chief Business Officer for the LSU Medical Center in New Orleans. In 1984, the MPA program was struggling with only 5 to 10 students, no faculty specifically dedicated to the MPA program, and no separate budget. The university decided in 1984 to create an institute to enhance the growth of the MPA program and LSU's contribution to the education of the state workforce, to promote research in public management and public policy, and to provide public service via faculty involvement throughout state and local governments.

The University created the Public Administration Institute in 1984 with a Director, three faculty positions, an administrative assistant, and operating funds. In 2003 the institute still has a Director, three faculty positions, an administrative assistant, a clerical assistant, and the **same** operating funds provided in 1984.

Enrollment in the MPA program, however, have grown dramatically as illustrated in the diagram below:

MPA Enrollment 1990 - 2003



None of these numbers count non-matriculated students enrolled in the Graduate School, but who have not yet formally declared Public Administration as their degree. The MPA program works with a number of students who are late in registering for graduate school so it is easier for those students to enroll in Graduate School as a non-matriculated student and then to apply for regular admission to the program. We work with the non-matriculated students just as we do MPA students. None of these numbers count students in different disciplines that take Public Administration or Healthcare Management as minors or areas of concentration. These numbers indicate direct enrollment in the MPA program, not the number of students that the faculty must teach in courses offered.

Core courses are taught at night so full-time and part-time students can be accommodated. Students find this scheduling very convenient—in fact, students commute from New Iberia, Lafayette, and New Orleans. Classes—all graduate courses at the 5000 or 7000 level—will vary in size from 15 to almost 70. For example, two sections of the Introduction to Public Administration are offered each fall with each section having from 25 to 30 students in it. Only one section of Economics for Public Administration and Statistics for Public Administrators is offered with these courses having up to and over 50 in them. The faculty has made the commitment to handle the students that apply and are admitted to the MPA program. The faculty has always put the student first.

The Public Administration Institute has gained the attention and confidence of people in the state and local governments. Just to give a hint of the success PAI has had in placing its graduates, selected positions formerly held or now held by MPA graduates are listed in the following table.

Selected Positions in State and Local Government in Louisiana Held by LSU MPA Students	
Under Secretary, Department of Health and Hospitals	Fiscal Analysts in Legislative Fiscal Office
Under Secretary, Department of Corrections	Fiscal Analysts in Louisiana House of Representatives
Under Secretary, Department of Labor	Louisiana Public Broadcasting
Press Secretary to Governor	State Budget Office, Louisiana Division of Administration
Assistant to President of Southeastern Louisiana University	Office of Finance in Department of Education
Assistant to Commissioner of Higher Education	Performance Auditing Office in Legislative Auditor's Office
Secretary of Department of Revenue	Chief Administrative Office for State Court of Appeals
Chief Financial Officer for Southern University	Research Associates for Public Affairs Research Council
Chief Assistant for State Bond Commission	Human Resource Director for State Civil Service Commission
State Judge, Lafayette District	Marketing Director for Louisiana Public Facilities Authority
Fiscal Analysts in Louisiana Senate	Budgeting, Human Resources, Academic Affairs, and Athletic Departments at Louisiana State University
Administrator for Police Jury for Parish of Calcasieu	Office of the Mayor, Baton Rouge/East Baton Rouge Parish

This does not include the many students who are working in state agencies such as Department of Environmental Quality, the Department of Social Services, the Department of Health and Hospitals, the Department of Revenue, and other state and local agencies.

LSU students have also competed successfully at the federal level. In 1985 with only 8 graduates, we sent three students to interview for the Presidential Management Intern Program. All of the students were selected. One went to the work for the EPA; one for the Department of Justice; and one chose to go to work for the Wyoming Tax Commission—he wanted to go back home. In 2001-02 the PAI sent two persons to interview for the PMIP and both were selected. These two students received ten offers

from federal agencies. In the fall of 2002 the PAI sent 7 persons to interview for the PMIP—three were selected as PMI Finalists with all three receiving job offers.

Finally, LSU MPAs have entered state government in New York, local government in Florida, county government in Los Angeles, local government in Texas, and private and non-profit institutions around the country.

In the fall of 1998 the State Police asked the PAI to provide the MPA program at the State Police Training Academy in Baton Rouge and asked us to establish times that were compatible with their schedules. Forty-one persons enrolled for the courses in January 1999. In 2002, 32 of these persons graduated with the MPA. This program was so successful the PAI initiated a MPA program at the State Capitol. Students in this program will graduate in 2004.

The Public Administration Institute has successfully met the charge of educating and training employees of state and local governments. PAI is projecting an enrollment of 200 students by 2010.

B. Provide Leadership in Research and Public Service in Public Management and Public Policy

The research and public service of the current faculty have been outstanding. Current faculty members are active contributors to the leading journals in public administration; major participants in national conferences; and leading members of the professional societies. A quick look at the resumes of the faculty will verify that every faculty member is active in research, professional service, and professional contributions to federal, state, and local governments.

The faculty has provided significant and timely research in the area of public management and public policy significant to the state of Louisiana. The debate over changes in the state and local tax structure has been shaped by a major tax study completed through the Public Administration Institute in the mid 1980s. This study was published by the LSU Press in 1988; revisited by the principal investigator in 1995; and up-dated in a study for a private-public commission in the 1990s. Major studies on performance indicators have assisted in the budgeting process.

The Public Administration Institute has fulfilled its charge of being an active and significant contributor to research and public service in public management and public policy.

C. Examining the Evidence

The Public Administration Institute believes that it has fulfilled the charges made by the university; namely, provide a meaningful education for state and local state employees and be active and significant contributors to research and public service in public management and public policy. In 2000 the university reviewed the Public Administration Institute and the MPA program. The report of the Program Review Panel is summarized to provide evidence of the accomplishments of the PAI.

II. Program Review of Public Administration Institute

The Public Administration Institute was reviewed by the university through its program review policy. The Program Review Committee, with professors from the Wagner School at New York University and the Askew School at Florida State University along with the internal members of the committee from the Departments of Physics, Sociology, Mathematics, and Accounting, made the following points in establishing a rating of **satisfactory and promising**.

1. A faculty with high quality, high productivity, and strong professional contributions participating in a very collegial environment.
2. Students had accessibility to administrators and faculty.
3. Strong leadership by the program administrator.
4. Student commitment to both the program and public service.
5. Innovative outreach programs (i.e., State Police, State Capitol Program).
6. External visibility of the Institute and strong linkages with State and Local government.
7. Creating a vital and successful program to further the educational needs of those employed in government service in Louisiana.
8. Diversity of the Student Body.

We have augmented these commendations during the subsequent academic year. Every member of the faculty has participated in the national meetings for the American Society for Public Administration. Two members of the faculty convened panels on ethics and public service and distant learning. Each member of the faculty has served on panels at the national meetings. One member of the faculty has been asked by the Mayor-President to serve on a special task force to study the revenues and expenditures in the city of Baton Rouge and the parish of East Baton Rouge. Two members of the faculty have been asked to provide assistance to the City of Lake Charles. The PAI faculty has submitted a proposal to the Louisiana Board of Regents for distance learning. The student body is still diverse with 35 percent of the 2003 graduates being minority students.

The Program Review Committee verified the quality and potential of the Public Administration Institute. The faculty members make the program work; they do not complain about the lack of sufficient resources, though that is the case; they do not make the student suffer because of insufficient resources—to the contrary, the faculty members roll up their sleeves and make sure the students have the courses they deserve.

The accomplishments are obvious. The quality and potential of the program have been verified by outside reviewers. The Public Administration Institute is poised to create even more accomplishments over the next seven years. The strategic plan of the Public Administration Institute follows.

III. Strategic Plan, Public Administration Institute, 2003 to 2010

A. Financial Resources

The immediate and long-range challenges and opportunities for the PAI must be cataloged in terms of its goals and objectives. The strategic plan is built on these premises:

- (1) Maintain and enhance reputation as premier MPA program in Louisiana and expand reputation throughout southeastern region of country
- (2) Maintain and enhance the academic and professional quality of the MPA program, as well as being student-friendly and student-focused.
- (3) Maintain and enhance the faculty's commitment to scholarship, major research studies, and professional and public service, including contributions to state and local activities
- (4) Maintain and enhance PAI's emphasis on healthcare management;
- (5) Apply for accreditation from the National Association of Schools of Public Affairs and Administration (NASPAA) by 2004-05 and receive this accreditation by 2005-06,
- (6) Become nationally recognized in the areas of budgeting and finance, ethics and public service, and state and local administration,
- (7) Become nationally competitive for students, while maintaining the commitment to the state to provide well-educated and well-trained persons to state and local governments in Louisiana.
- (8) Initiate distance-learning opportunities for students throughout the state who want graduate education in public administration—and expand this throughout world as resources and demand permits.

These plans can be summarized according to the following timetable.

Strategic Plan, Public Administration Institute, 2010*				
Activities	2002-2003	2004-2005	2006-2007	2009-2010
Students	114	120	150	200
Faculty	4	6 (\$70,000 per position)	8 (\$75,000 per position)	10 (\$85,000 per position)
Visiting Executive	0	1 (\$120,000) salary/support	1 (\$125,000) salary/support	1 (\$130,000) salary/support
Assistant for Web-based Learning	0	1 (\$30,000)	1 (\$32,000)	1 (\$35,000)
Operating Expenses	\$12,922	\$24,000	\$33,620	\$45,256
Capital Outlays	\$0	\$10,000	\$15,000	\$20,000
Graduate Stipends	\$31,736	\$56,000	\$76,000	\$106,000
Staff Positions	1.75	1.75	2.0	2.0
Internal Faculty Participation	\$0	\$7,500	\$9,000	\$12,000
External Advisory Board	\$0	\$1,000	\$1,200	\$1,500
Additional funding Needed from 2002-03 funding	\$0	\$333,842	\$547,162	\$815,098

*this budget does not include any seed money for distance learning programs—these programs once up and running should be able to support themselves; however, start-up money will be required.

The seven-year plan is described as follows:

- (1) Student enrollment increases will be possible because of a planned increase in the faculty; because of emphasis on national and international emphasis in recruiting; and students will be enrolling in PAI courses because of new offerings. Core classes can be scheduled each semester so students can easily commence the program in the fall, spring, or summer.
- (2) Increasing the number of faculty members from 4 to 6 by 2004-05 will allow the PAI to seek accreditation by NASPAA and will allow the PAI to enhance its internal areas of concentration in Health Care Management, State and Local Administration, Budgeting and Finance, and Ethics and Public Service. Increasing the faculty to 8 in 2006-07 and 10 by 2009-10 will allow the PAI to service 200 students with a quality program; to recruit students in a national environment while maintaining the emphasis of preparing persons to work in state and local governments in Louisiana; and, to provide additional service to other degree programs in the university, such as the MBA program, the School of Mass Communications, the College of Education, the School of Library and Information Science, and various disciplines in the College of Arts and Sciences. A faculty size of 10 will allow the LSU Public Administration Institute to compete effectively on the national stage for recognition and commendations.
 - (a) In 2004-05 faculty positions will be in budgeting and statistics, and Healthcare finance
 - (b) In 2006-07 faculty positions will be in state and local administration and healthcare management
 - (c) In 2009-10 faculty positions will be in state and local administration and financial management
- (3) Include a Visiting Executive within the program on a regular basis. This person could be a former Chief of Staff of the Governor or Commissioner of Administration; a former U.S. Senator; or a person who had worked in a federal or state agency at a high level position. The MPA is a professional degree. The students learn from practitioners as well as academic scholars.
- (4) Once the program is fully accredited by NASPAA, PAI will launch its distance learning program thereby making the program available for state and local government employees throughout the state and, as resources permit, throughout the nation and international community. This project will require start-up funding, but should be self-funding once it is initiated. Distance learning will require facilities as being planned for the new building for the Ourso College of Business Administration.

- (5) As the faculty expands the use of web-based delivery systems one person will be required to assist the professors in overseeing and enhancing the web-based delivery system.
- (6) A larger faculty and a large student body require additional support funds. Operating funds are projected to grow from \$12,922 in the current budget to \$45,256 in 2010. These projections are based on an inflation rate of 2.5 percent plus additional funds for new faculty members.
- (7) Capital outlays are necessary to support new faculty with appropriate computer resources and to maintain and enhance computer resources of current faculty members. Information technology required for faculty members will be state-of-the-art computers with appropriate software.
- (8) Staff positions should not grow as fast as the faculty. Most faculty members will use technology to reduce their dependence on a secretarial staff. The larger staff will be necessary because of any augmented student enrollment.
- (9) A larger faculty will necessitate a larger number of graduate assistants for instructional and research assistance. Also, as the LSU PAI adds additional areas of concentration, we will promote the program more aggressively outside of the state of Louisiana. We believe we will be successful in significant increases in students with only a modest amount of advertisement and promotion.
- (10) The PAI faculty will seek accreditation just as soon as the necessary resources are in place. We will not seek accreditation unless we believe that there is a high probability of receiving full accreditation. The NASPAA standards are very clear on the number of faculty members necessary to accomplish accreditation.
- (11) There are several faculty members in other departments around the University who could be very helpful to a MPA program--for example, Jim Garand in Political Science; Kevin Mulcahy in Political Science; Margaret Reams in Environmental Studies; Gregory Vincent in the Office of Academic Affairs; Daryl McKee in Marketing; and, Ed Richards in the Law Center. These persons now have full-time assignments with the other departments. The PAI recommends that these persons form an internal advisory group as well as a group of faculty members that might from time to time be able to offer courses significant to the PAI program. The PAI is proposing that these faculty members be paid a stipend of \$1,500 per year for this engagement with the PAI. Public Administration and public policy will create ties around the university in many different departments—to name a few, Mass Communications, Disaster Management, Criminal Justice, and so on. The PAI wants to encourage these persons to participate in the MPA program. This will enhance the educational experience of the student; expand the nature

of courses that may be available to the students; increase the intellectual discussion within the faculty and student body; and increase dramatically the intellectual diversity of the faculty.

- (12) An advisory board will be helpful in maintaining external contacts with the persons and agencies that hire MPAs; creating a dialogue between the users of the MPA graduates and the faculty; and, providing external support for the PAI. Funding is necessary for breaks, meals, and other routine expenses.

In total, this plan requires \$333,842 by 2004-05 and \$815,098 in additional resources over a seven-year period. These additional resources will accomplish accreditation for the MPA program at LSU, a national recognition in budgeting and finance, state and local administration, and ethics and public service, a visiting distinguished practitioner on campus, and a nationally competitive program. In addition, it will be the goal of the institute to include two minority faculty members in adding six faculty members over the next 7 years. This is a very realistic goal. And, it is a very essential recruitment strategy on the part of the institute since PAI has been very successful in recruiting minority students.

Additional resources are an essential part of any strategic plan for the Public Administration. Otherwise, PAI has accomplished a great deal with the very limited investment by the university over the past 19 years. PAI will maintain its service to students and the state if no additional resources are available, but the educational enhancements and opportunities will be foregone.

B. Assessment of Student Learning Outcomes

The MPA program is a professional program with almost all of the students entering the job market upon graduation. Some students will decide to pursue further graduate work or possibly enter law school, but for most MPA students the MPA is the terminal degree. The ultimate measurement of the performance of students in the MPA program is the placement of these students in jobs pertaining to their interests and training. Intermediate measurement procedures are also available, ranging from course-embedded measurements to internal performance measurements to alumni and employer surveys. This assessment process is illustrated in the following table:

MPA Learning Outcomes Assessment Measures

Assessment Methods			
Selection of students**	Course-embedded Measurement	Performance Indicators	Surveys and Focus Groups
*Selection requirements for admission to MPA program are: *Undergraduate degree with acceptable GPA *GRE scores deemed acceptable *Work experience *letters of recommendation *Other factors related to being successful in the MPA program	*Assessment of learning outcomes in core courses as established by faculty *Written communication as required in each core course in program *oral communication as required in selected core courses in program	*Preparation of MPA Portfolio—including all papers, examinations, and other materials associated with all courses taken in MPA program *Exit Examination during last semester in program *Internships completed *Job placement of students in jobs suited to training and interest *Students receiving invitations to participate in Presidential Management Intern Program	*survey administered to all graduating MPA students *survey of alumni who graduated at least five years ago *focus group of graduates who have been in work place for several years *focus group of agencies and organizations that hire MPA students

****Student selection in a professional program is complicated by the range of students interested in pursuing the program. Some students enter the program immediately after college so the only factors to be considered will be the undergraduate gpa and GRE scores. However, others enter the program after 5, 10 15, or more years in public service. In these cases undergraduate gpas and GREs become less useful in assessing the ability of the person to be successful in the MPA program.**

The faculty will use this information for consideration in shaping the curriculum and the course content of each core course. The faculty, in preparing the core courses, will outline what the student should learn from each class. The first level of assessment is the course-embedded measurements; the second level of assessment is the performance indicators; and the third level of assessment is the feedback form graduates and employers.

C. Indicators of Accomplishments

The strategic plan for the Public Administration Institute is ambitious, but it is also very doable. The very first performance indicator that should be examined is the ability of the MPA program at LSU to be fully accredited by the National Association of Schools of Public Affairs and Administration. The Public Administration Institute, if resources are made available, will immediately begin the process of accreditation. Once accreditation has been accomplished, the performance indicators will be (1) the number of students applying for program and number of out-of-state students applying for program—the out-of-state applications will be the first indicator that the LSU MPA program has attracted attention in a regional or national perspective; (2) the initiation of special programs for various state and local governmental units in Louisiana—patterned on special MPA program for Louisiana State Police; (3) the placement of the graduates of the program in federal, state and local governments, non-profit organizations, or private enterprises—jobs related to the training and interests of the students in the MPA program; (4) the active scholarship of PAI faculty, including referred articles, books, chapters in books, and presentations at regional, national, and international programs; (5) activity of faculty members in professional endeavors such as serving on task forces for federal and state and local governments, participating in professional meetings and providing leadership for professional organizations; (6) the initiation of a distance learning program throughout the state, nation, and global community; and, (7) recognition of the LSU MPA program in national surveys of MPA programs.

These performance indicators are easy to measure. The performance of the Public Administration Institute will be documented. The first step, however, in this process is to provide the incremental resources to the PAI so that it can embark on its strategic plan for maintaining a program that has already been extremely successful in providing well-trained graduates for state and local governments in Louisiana and for enhancing the program so that it can compete effectively in the national program.

D. Public Administration Institute and LSU's Flagship Agenda

1. **Increase research productivity and long-term economic development:** proposed increase in faculty from 4 to 10 over the seven years; selection of outstanding faculty with high research productivity; ability to obtain grants and contracts; enhance productivity of state and local workforce; and, contribute to

information technology thrust since there is growing number of people in government that are linking information technology and government services.

2. **Increase quality of undergraduate student body**: the MPA program is only a graduate degree program. It does offer an excellent outlet for LSU undergraduates who are interested in public sector activities.
3. **Increase number and quality of graduate students and programs**: plan is to increase MPA students to 200 by 2010 with additional emphasis on recruiting out-of-state students; the MPA program currently has one-third of its students as minorities, and this diversity will be maintained; enhanced faculty size will allow program to achieve national recognition in select areas of public administration, including budgeting and finance, state and local administration, and ethics and public service.
4. **Improve quality of campus life**: enhanced programs, expanded faculty, and larger student body will allow for inviting more national guests to campus; have national workshops on campus; and attract students from around the nation and world.
5. **Communicate opportunities and impact of programs**: extension of faculty and enhanced programs will be cited on website; faculty announcements will be made available in announcements sent to other schools and colleges; new course offerings will be communicated to public administration community; and, nationally recognized areas of study will be important in recruiting students from other states.
6. **Increase funding sources to support Objectives 1-5**: larger faculty will allow more emphasis on creating funding via grants and contracts, especially with additional funding for graduate students and research proposals important in the discussion of public policy in the United States; will assist in raising private funds in connection with the Ourso College of Business Administration and other university sources; higher student enrollment will lead to more tuition and hopefully additional state funding.