

Master of Public Administration (MPA) Program –

California State University, Fresno

Information Sheet:

Degree Title: Master of Public Administration (MPA)

Organizational Relationship between Program and University: The MPA Program is housed within the Department of Political Science, which is part of the university's College of Social Sciences.

Modes of Delivery: The MPA Program offers courses at California State University, Fresno's main campus in Fresno, CA. Our off-campus program, which is located at the Fresno State Visalia Campus in Visalia, CA (off-campus MPA Program), is currently on hiatus as of May 2020.

Number of Credit Hours: The MPA degree program is 36-semester units in length. The specific requirements for the degree are listed in the Program's handbook, which is located at the following link:

<https://www.fresnostate.edu/socialsciences/polisci/degrees/ma-pubadmin.html>

Length of Program: The Program is designed to be completed by a full-time student in four semesters (two academic years). Students going part-time usually complete the program in five to seven semesters.

List of Dual Degrees: The MPA Program does not offer dual degrees.

List of Specializations: The MPA Program currently lists the following as specializations in its handbook: State and Local Public Management, Nonprofit Management and Leadership. These may also be found in the program's handbook, which is located at the following link:

<https://www.fresnostate.edu/socialsciences/polisci/degrees/ma-pubadmin.html>

Fast-Track Information: The MPA Program does not offer a fast-track option.

Number of Students Enrolled in the Program:

Fall 2021 (on-campus): 29 students

Spring 2022 (on-campus): 27 students

MPA Program – Mission, Goals, Student Learning Outcomes, and NASPAA's Universal Competencies:

Introductory Statement: The MPA Program at California State University, Fresno, is accredited by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA). The MPA program builds on the belief effective administration and leadership of public and nonprofit organizations require the development of critical thinking and analytical skills, as well as an appreciation for ethical decision-making. It is this belief that provides the foundation for the mission and goals of the MPA program.

Mission:

- (1) The MPA program teaches competencies in public and nonprofit administration that allow students to effectively and ethically serve the public interest.
- (2) The MPA program prepares students to lead and manage public and/or nonprofit organizations, to educate both elected officials and the citizenry about public policy tradeoffs, and to facilitate an understanding among diverse perspectives on a given policy issue.
- (3) The MPA program provides educational opportunities for students to develop analytical and critical thinking skills; to appreciate and engage in ethical decision-making; and to have the ability to communicate effectively with individuals of diverse social backgrounds.
- (4) The MPA program seeks to develop and educate a student population that reflects a diversity of social, academic, and professional backgrounds.

Goals:

- (1) Students will be able to use knowledge of public administration and/or nonprofit management theory, research, and practice to evaluate public policy issues.
- (2) Students will be able to think critically about issues facing public and nonprofit administrators and policymakers.
- (3) Students will be able to use both analytical skills and ethical principles to respond to public policy issues.
- (4) Students will be able to communicate effectively in oral and written presentations.
- (5) The MPA program will recruit, admit, enroll, retain, and graduate a student population with a diverse social, academic, and professional background.

Student Learning Outcomes:

- (1) Examine the impact of different social, economic, and political phenomena on public policy issues using statistical analysis.
- (2) Evaluate the quality of public policy and the behavior of public servants using various ethical principles and frameworks.
- (3) Appraise the activities of organizations and individual behavior in those organizations using various theories of complex organizations and organizational behavior.
- (4) Evaluate both current budgetary and human resource practices in public and/or nonprofit organizations in terms of impact on organizational performance.
- (5) Evaluate alternative approaches to how policies are defined, designed, implemented, and evaluated.
- (6) Design effective organizational arrangements and incentives for individual behavior within public and nonprofit organizations.
- (7) Design budgeting processes and strategies that will lead to more effective use of budgetary resources.
- (8) Formulate human resource systems that are more effective in terms of both protecting individual employees and enhancing organizational performance.
- (9) Formulate alternative regimes for ethical behavior and decision-making in public and nonprofit organizations.
- (10) Formulate alternatives to existing policy based on the combination of theoretical frameworks and original policy research.
- (11) Construct effective arguments or discussions concerning the basic principles of public administration.
- (12) Evaluate the merits of competing perspectives on a given policy and alternative approaches to its design and implementation.
- (13) Demonstrate an understanding of basic public administration/nonprofit principles, theories, and research.
- (14) Create original responses to competing perspectives on a given policy and alternative approaches to its design and implementation.

NASPAA Competencies:

- (1) To lead and manage in public governance.
- (2) To participate in and contribute to the public policy process.
- (3) To analyze, synthesize, think critically, solve problems, and make decisions.
- (4) To articulate and apply a public service perspective.
- (5) To communicate and interact with a diverse and changing workforce and citizenry.

Number of Faculty Teaching in the Program: There are five full-time faculty members teaching in the MPA program. All part-time faculty have taught in the MPA Program.

Program Faculty:***(Full-Time Faculty)***

Naomi Bick, Ph.D. (Political Science)

Lisa Bryant, Ph.D. (Political Science)

Kurt Cline, Ph.D. (Political Science)

Jeffrey Cummins, Ph.D. (Political Science)

Kathryn Forbes, Ph.D. (Women's, Gender and Sexuality Studies)

Kenneth Hansen, Ph.D. (Political Science)

Thomas Holyoke, Ph.D. (Political Science)

(Part-Time Faculty)

Henry Fierro, MPA (Political Science)

Karen Gillian, MPA (Political Science)

Dan Griffin, Ed.D. (Political Science)

Sandra Hammond, MPA (Political Science)

Brian Haddix, MS, JD (Political Science)

John Quinto, Ed.D. (Political Science)

This list is also provided in the MPA Program's handbook, which is located at the following link:

<https://www.fresnostate.edu/socialsciences/polisci/degrees/ma-pubadmin.html>

Tuition Cost (in and out of state): Located at the following link: <https://www.fresnostate.edu/catalog/academic-regulations/fees.html>

Financial Aid Availability, including Assistantships:

Office of Financial Aid and Scholarships: <http://www.fresnostate.edu/studentaffairs/financialaid/>

Division of Research and Graduate Studies: <http://fresnostate.edu/academics/gradstudies/financial/funding-opportunities.html>

Admission Criteria: Admission criteria is listed in the MPA Program's handbook, which is located at the following link:

<https://www.fresnostate.edu/socialsciences/polisci/degrees/ma-pubadmin.html>

Placement of Graduates (AY 2020-21):

See Job Placement Statistics Table in this document.

Internship Placement (AY 2021-2022):

See Internship Placement Statistics Table in this document.

Completion/Graduation Rate (AY 2016-2017 Cohort):

See Completion Rate for Academic Year (AY) 2016-2017 Cohort – MPA Program Table in this document.

Job placement statistics: MPA students graduating in the Academic Year of 2020-2021

Employment Sector	Number of Students
National or central government in the same country as the program	0
State, provincial, or regional government in the same country as the program	2
City, County, or other local government in the same country as the program	8
Government not in the same country as the program (all levels) or international quasi-governmental	0
Nonprofit domestic-oriented	0
Nonprofit/NGOs internationally oriented	0
Private Sector - Research/Consulting	0
Private Sector but not research/consulting	2
Obtaining further education	0
Military Service	0
Unemployed (not seeking employment)	0
Unemployed (seeking employment)	0
Status Unknown	3
Total	15

Number of students indicates the number of students graduating in the 2019-2020 academic year who were employed in the “profession” or employment sector within six months of graduation. These numbers reflect both the on-campus and off-campus modes of delivery for the MPA Program.

Internship placement statistics: MPA students placed for internships in the Academic Year of 2021-2022

Internship #:	Employment Sector	Organization
1	Non-profit/domestic-oriented	Valley Center for the Blind
2	State government	Office of State Assemblyman Devon Mathis

Completion Rate for Academic Year (AY) 2016-2017 Cohort – MPA Program

	Initially Enrolled	Graduated within 2 years (4 semesters)	Graduated within 3 years (6 semesters)	Graduated within 4 years (8 semesters)	Total students graduated and persisted to graduation
Total number of students in the AY 2015-2016 Cohort	8	5	8	8	8

**Completion rate for 6 semesters (3 years): $8/8 = 100\%$

***Completion rate for 8 semesters (4 years): $8/8 = 100\%$

****Overall completion rate for program: $8/8 = 100\%$

*****These student numbers reflect both the on-campus and off-campus modes of delivery for the MPA Program.

Notes:

(1) The MPA program is 36 semester-units in length. It is designed for a full-time graduate student (nine units per semester) to finish in two academic years (four semesters).

(2) According to university policy, students have five academic years (10 semesters) to complete work on their master's degrees.

(3) The numbers in each successive column are cumulative, which means the number of students in the "Graduated within 3 years" column includes students graduating within two years and those graduating within three years. The same formula applies to the number of students "Graduated within 4 years" and "Total students graduated and persisted to graduation" columns.