University of San Francisco
College of Professional Studies

Bachelors in Public Administration
Masters in Public Administration

Self Study

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1. Executive Summary

This self-study report presents a review of the Bachelors in Public Administration and Masters in Public Administration in the College of Professional Studies (CPS) at the University of San Francisco. The review has been extremely useful for the author and program director, in that I assumed this role a little over a year ago, and am now sufficiently knowledgeable (about program requirements, scheduling, curricula and faculty quality) to perform the review.

The self-study has three primary parts: an overview of the programs, the structure, faculty and curricula; a report on recent changes; and an analysis of possible changes.

The self-study was written to inform external reviewers and university officials. It will be further revised by the addition of comments from the reviewers and my responses to them and subsequent discussions within the university.

2. Overview: College of Professional Studies and BPA/MPA Program

2.1 Background: College of Professional Studies (CPS)

CPS was launched in 1975 and currently offers the following programs at the undergraduate level: Applied Economics, Information Systems, Organizational Behavior, Public Administration (BPA), BPA with law enforcement emphasis, BPA with nonprofit emphasis and Ignatian Humanities. Graduate level, master degree programs include Organizational Development, Nonprofit Administration, Information Systems, Public Administration and a health emphasis Master's in Public Administration (MPA).

Current enrollment is around 1400, and the college has over 17,000 alumni.

CPS is grounded in the nearly five-century long tradition of Jesuit education and is

> ... committed to the education of the *whole person*, intellectually,
> ethically, and spiritually. Professional skills and knowledge are important,
> but enhanced skills, without a progressive transformation of self through
> learning, are not enough. We hope to train leaders who make a difference
> in corporations, neighborhoods, and throughout the scope of their national
> or international contacts. Our programs are designed to provide the
> knowledge you need for viable strategies *today*, while also enhancing your
> capacity to be keen observers of the changes needed for *tomorrow*. Our
> students are adult professionals, and therefore capable of being agents for
> growth, productivity, creativity, and humane values (CPS web page:
> www.cps.usfca.edu).

The programs in CPS, which are offered at four regional campuses[1] (Cupertino, Sacramento, San Ramon, and Santa Rosa) in addition to San Francisco, can best be portrayed as part-time and intensive. Courses are offered one night a week for four hours over seven weeks, which equals twenty-eight contact hours per course. CPS also offers a small number of major courses online and courses offered through extended education for students to fulfill the University's core curriculum requirements or complete electives. Students complete their degrees in approximately twenty-three months within the structure of an intact cohort. The maximum size of a cohort is 24 students. The preferred cohort size is 14 to 16 students. Recently, CPS has started cohorts with fewer than 10 students.

Students enter CPS with a minimum of 50 credits. Nearly 90% of CPS courses are taught by adjuncts. In 1990, CPS began to hire full-time faculty; there are currently nineteen full-time faculty of whom five are tenured.

2.2 Background: (Master's in Public Administration and Bachelor's in Public Administration)

The MPA degree is an established, professional academic degree. In 1978 the USF Board of Trustees approved a plan to convert the Masters of Arts in Public Service to an MPA degree. By the early 1980s it was the largest program at CPS with as many as 10 cohort groups (generally at 12-15 per cohort) starting each year vs. current level of 2-3 per year. In the mid 1980s it generated two new degree programs: the nation's first master's degree in nonprofit administration, and a free standing and totally separate MPA emphasis in health services administration. That emphasis was consolidated with the MPA program in 2000 (due to falling enrollment), with a three-course concentration in health services with a nine course PA core vs. the former 12 healthcare course model. Excluding the freestanding health services program, there have been 640 MPA graduates since 1983.

Current enrollment is 115. It grew to 176 in 2001 when more students found the job security in public service careers suddenly attractive, and has fallen with much concern about layoffs in the public sector.

The Bachelor's of Public Administration (BPA) began in 1978 when the USF Board of Trustees approved planning for the conversion of a Bachelor's of Arts in Public Service to a BPA degree. Enrollment has fallen since 2001 from 158 to 87, due in part to scheduling issues (projected to increase to 106 in 2005), but also reflect the fall in perceived job security for public sector workers. Enrollment was even lower in the early- and mid-1990s, but higher in the mid-1980s. In 1998, a free standing BPA in Law Enforcement Leadership was developed and operated a very small program for several years before being consolidated with the generic BPA program in 2001. A two course emphasis was established in Law Enforcement Leadership and later a two course emphasis in Nonprofit Administration.

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[1]There currently are five regional campuses; however, it has been decided to phase out the Oakland campus.

A major concern is when enrollment falls below 10 in a cohort which has occurred several times in recent years in both programs. Small cohorts are rarely consolidated (due to student commute time issues). When cohort size falls below 10, the quality of class discussion may fall as there are fewer and less professional job experience-diverse discussants.

The MPA and BPA programs are staffed by two full-time faculty (one of whom is the program director for both programs), a full-time associate program director (80% PA) and a full-time program assistant who provides clerical support. The director is responsible for the curriculum and selection of adjunct faculty, and the associate director (who has an MPA degree and PA teaching experience prior to and since coming to USF) works with and assigns the adjunct faculty to all of the program's courses not selected by full time PA and other CPS full time faculty. They are in frequent communication concerning student, curriculum and faculty issues. Both make site visits to meet with cohort groups, faculty and to observe teaching, especially for faculty new to CPS (see appendix 1). Both also attend and present at new student orientations and information meetings to answer questions from prospective students. Both serve as academic advisors and conduct adjunct faculty recruitment.

3. Curriculum and Program Learning Objectives and Outcomes

For each course in both programs, there are standard syllabi that are very detailed with learning objectives for the course, as well as learning objectives for each of the class sessions. These course syllabi are provided to all faculty before teaching the course, and are available on a password-protected website on Blackboard (MPA only). Each instructor develops her own brief syllabus using the course objectives from the standard and more detailed syllabus. In appendix 2, there is one example for each program of these standard syllabi.

The MPA Program Learning Objectives and Outcomes

1. To provide students with knowledge of how to apply management theory and research to common operational, functional, and resource issues in the public sector.
2. To improve their managerial skills to enhance the provision of services to the public.
3. To examine ethical implications and responsibilities of public managers as a foundation for understanding managerial actions.
4. To learn techniques used in planning, organizing, staffing, and evaluating the work of public agencies and to develop the necessary skills.
5. To enable students to engage in self-assessment and goal setting for lifelong learning and continued professional growth.

More specific learning outcomes are as follows:

- Professional level oral and written communication skills, including ability to communicate effectively on-line;
- Knowledge of techniques to plan, evaluate and manage programs and related skills;
- Increased knowledge of technology and how it impacts the management of public organizations;
- Knowledge of various areas of and trends in public sector economics and finance;
- Knowledge and skill in various human resource management functions;
- Effective leadership and teamwork skills;
- Ability to analyze public policies and develop suitable alternatives;
- Ability to develop and analyze budgets and to manage performance using a budget;

Three of the objectives focus on learning management theory, skills and their applicability to the public sector. The other two focus on Jesuit values of concern, study and reflection of how one's actions ethically impact on the lives of others; and on the preparation of leaders for lifelong learning and professional growth.

The learning outcomes focus on the subject area of knowledge and skill in analyzing and communicating on public organizational problems and issues, as well as leadership and teamwork skills that fit the university's mission of furthering social justice via better informed, sensitive and effective leaders.

The BPA Program Learning Objectives and Outcomes

1. To analyze the political, social, economic, and legal environments of a variety of public sector and nonprofit organizations and to develop the analytic and problem-solving skills required of public administrators.
2. To learn data evaluation methods and acquire skills in oral and written communication, planning, budgeting, decision-making, and collaboration.
3. To develop an awareness of ethical issues and problems in public and nonprofit organizations, and how to use ethical reasoning to formulate decisions and bring about organizational change.
4. To experience the service-learning component integrated in the program curriculum, and to grow from reflection on it of others' needs.

Specific Learning Outcomes:

- Dramatically improved oral and written communication skills, including effective online communication;
- Knowledge of statistical tools and skill in evaluating and managing programs;
- Knowledge and skill in conducting performance appraisals, supervision, and conflict resolution;

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- Ability and skill in developing and using a budget as a planning document and managing performance;
- Ability and skill in leading and collaborating with others;
- Ability and skill in conducting policy analysis

Two of the four learning objectives focus on knowledge of the political, social, economic and legal environments for public and nonprofit organizations; and to acquire the knowledge basis for developing analytic skills and abilities for application to problems and issues facing these organizations. The other two focus on the development of ethical reasoning to formulate decision-making and organizational change, and the personal growth through the experience of service learning and reflecting on it. Taken together these two objectives support the university's mission of furthering social justice via better informed, sensitive and effective leaders.

In addition to the public administration courses, all students take the Ignatian Humanities sequence (that includes the social ethics course and three other courses in autobiographical and expository writing). The Jesuit values in this sequence was recently described by Dr, David Robinson, S.J. at the annual meeting for faculty teaching these courses:

The Jesuit, Catholic tradition, steeped in a multicultural and global mission, extends back 450 years. Its foundation is the care of souls. Within CPS and beginning with the Ignatian Humanities courses sequence, undergraduate students begin a personal journey through a personal-to-social narrative process. Since a curriculum cannot take a student out of their individual context, each student's personal reflections work to integrate their spiritual, religious and ethical being toward a clear understanding of their function within society. The key outcome is authenticity—awareness of him or herself and the freedom to make profoundly innovative choices outside the structured norms. The result of this "discernment" is a moral investment in the care of souls that minimizes collateral damage.

3.1 Program features and course sequence

The MPA degree program requires completion of 12 three unit courses, with a nine course core for all students, a three course electives required for the Health Services Administration (HSA) emphasis, three course electives possible for non-HSA students, or course electives from other USF programs, given approval by the program director. Students are taught in cohort groups (generally 10-20 students) with coursework throughout the year, offered either one evening per week over four hours, one course at a time, or in pairs every other Saturday over 8 hours. All courses are supplemented by online discussion groups focused on answering discussion questions, commenting on the work of others, or working to complete a task The associate director monitors the preparation and use of each course's discussion board and discusses, as needed ideas for improving set up and use of discussion and other online education issues. Except for Independent Study and Human Resources Management (taught partially online), courses are scheduled over seven four hour sessions. There is a capstone course, Integrative

Seminar, that includes several assignments to help students synthesize from what they have learned, including a comprehensive case analysis that must achieve a passing grade for course and hence program completion. The case covers multiple course areas. Students failing the case analysis are given an additional case to complete before the course ends, with an additional attempt possible later.

Five years ago, the MPA/HSA was operated as a separate program with all of the texts and students focused on healthcare. Over the prior 5 years enrollment in this and other area programs began to fall, such programs being discontinued at St Mary's College and Golden Gate University. Since there was considerable overlap in the type of courses and in much of their content, the healthcare-specific courses were set at three. Overlap between the MPA and MPA/HSA included courses in ethics, organizational theory, HR, economics, finance/budgeting, quantitative/qualitative decision making (now electives). The emphasis students may have to travel to the main campus for the two, seven session, courses in healthcare, which are offered on seven Saturdays (independent study has three in-class meetings and online, etc. student-faculty interaction). These courses are offered in the regional centers, which significantly reduces student travel time, if at least six students enroll.

The BPA degree program requires completion of the major (in addition to fulfilling the University's general education and other requirements for undergraduate degrees).Courses are taught to a cohort group of 10-20 students (sometimes less), one evening per week throughout the year. All courses are supplemented by online discussion groups, focused on answering questions, commenting on the comments of others, or working to complete a task. Several classes are taught partially online including the emphasis-specific, policy analysis and the field project courses.

Courses in the major consist of a core of nine three-unit courses, with an emphasis possible in law enforcement leadership or in nonprofit management. Beginning with new cohorts beginning on or after Fall 2005, each emphasis excludes a ninth course, Policy Analysis, that is required for non-emphasis students, and adds an introductory course in their emphasis area, plus retain an emphasis-focused Field Project. In the past, students were required to travel to main campus for two class meetings for each emphasis groups. Now each cohort group will meet in their regional center (if not a main campus group) for field project direction, with sufficient faculty comfortable with advising in the PA generic, nonprofit and law enforcement areas for guiding the students in carrying out their plan of study. The project provides students with the opportunity to apply what they have learned to research on an organizational issue or problem, such as the development and implementation in a police department of a plan for coordination of dissemination of externally provided intelligence data. In addition to the new introductory courses concerning each emphasis area, three other BPA course titles include nonprofit issues: finance/budgeting, legal aspects and emerging developments courses.

The capstone course, Emerging Developments in Public Administration, currently focuses on learning and critically analyzing what Denhardt and Denhardt call "the new public management," as a set of guiding principles for the practice of public

administration. Discussion of the principles, tools, and their utility and problems requires students to reflect on what they learned in prior coursework and the difficulty and problems in their application.

The BPA now meets the University's Service Learning requirement with a service learning component within the field project course, that may inform on the student's project or may be focused on other populations. The students are required to provide at least 10 hours of service (can include administrative services) to a disadvantaged/special population and undergo a process of reflection on what was learned about both the population and oneself, from the experience of serving and learning about that population's needs and problems. It is hoped that as a result, our public administration graduates are better informed and concerned about how their plans and policies impact on special or otherwise disadvantaged populations.

BPA Program

04F	IS 307	Autobiographical Lit Across Cult
04F	IS 308	Advanced Expos Writing & Adult Learning
04F	IS 304	Social Ethics
05S	BPA 351	Intro to Public Admin
05S	BPA 353	Organizational Theory & Design
05M	IS 300	Ignatian Humanities Seminar
05M	BPA 355	Applied Statistics for Public Administrators
05F	BPA 352	Public Policy Analysis
05F	BPA 365	Intro to Public and nonprofit Finance Budgeting
06S	BPA 362	Legal Responsibilities of Public and Nonprofit Managers
06S	BPA 364	Human Resources Management
06M	BPA366	Emerging Developments in the Public and Nonprofit Sectors
06M	BPA 368	Field Project: Public Administration

MPA Program

04F	MPA 611	Introduction to Public Management
04F	MPA 613	Organizational Analysis
05S	MPA 636	Human Resource Planning & Management
05S	MPA 638	Emerging Tech for PM
05S	MPA 620	Administrative Ethics
05M	MPA 623	Economics and Finance for Public Managers
05F	MPA 644	Strategic Planning and Implementation*
05F	MPA 639	Qualitative and Quantitative Management Methods*
06S	MPA 632	Public Policy Analysis
06S	MPA 633	Public Sector Budgeting
06M	MPA 650	Integrative Seminar: PM
06M	MPA 698	Independent Study: Public Administration*

*MPA elective courses

The HSA emphasis has three required courses for the emphasis that are taken during the same time as the MPA electives listed above. These are Healthcare Issues, Managed Care/Healthcare Law and Independent Study.

In appendix 2 there are Course Learning Objectives for both programs.

Each program's learning objectives were compared to course learning objectives to determine if the program's objectives were supported by course objectives (each instructor's syllabus is reviewed by the associate director to determine the course objectives were being met in the reading, written and presentation assignments). The charts for each program are in appendix 2, (called Program Goals/Course Objectives Grids). For both programs, each program objective is supported by multiple course objectives for both MPA and BPA.

As an outcome from the last program review in 1997, the MPA program is now a member of the National Association of Schools of Public Affairs and Administration (NASPAA) and adheres to their curriculum guidelines listed below. The program has not sought formal accreditation by NASPAA as it has had a long standing requirement that at least 50% of all courses are taught by full time faculty—a requirement we could not meet without significantly reducing the number of locations where it is offered i.e., to one group a year.

NASPAA prefaces its list of guidelines as not requiring specific courses per item, but rather it be mission-based with coverage reflecting the overall mission of the program. It provides the example of policy focused programs needing a stronger economic and quantitative focus vs. another focus, such as USF's MPA which is to prepare for management careers, in or related to the public sector.

4.21 Common Curriculum Components. The common curriculum components shall enhance the student's values, knowledge, and skills to act ethically and effectively:

In the Management of Public Service Organizations, the components of which include:
- Human resources
- Budgeting and financial processes
- Information management, technology applications, and policy.

In the Application of Quantitative and Qualitative Techniques of Analysis, the components of which include:

- Policy and program formulation, implementation and evaluation
- Decision-making and problem solving

With an Understanding of the Public Policy and Organizational Environment, the components of which include:

- Political and legal institutions and processes

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- Economic and social institutions and processes
- Organization and management concepts and behavior

These area requirements do not prescribe specific courses. Neither do they imply that equal time should be spent on each area or that courses must all be offered by the public affairs, public policy or public administration programs. Nor should they be interpreted in a manner that might impede the development of special strengths in each program.

All of these topics are covered in the MPA program, and all but information management are covered, but at a less advanced level in the BPA program.

3.2 Changes to the Programs, 2000-2005

During most of this period, Professor Ed Rimer was the program director, with the current director, Professor Maurice Penner assuming directorship in August 2003 and was previously program director for the MPA/HSA degree program. Gleb Nikitenko, Associate program director began work in 2001. All three had important roles in the changes listed below—note changes to both programs unless otherwise specified:

- Reduced number of in class sessions in most three-unit courses from 8 to 7 four hour meetings—and supplemented with online work, over and above, then current out of class work.
- Introduced dual degree program (MS Nursing/MPA) for RNs with a bachelor's degree.
- Combined MPA/HSA degree program with MPA and added three HSA courses for healthcare emphasis, as well as changed exit requirements to include a qualifying exam and later drop it as a requirement.
- Reduction in number of online sessions and increase for in class sessions, as well as reduction in the number of weeks that students were taking concurrent courses and hence lengthening of program duration—all due to strongly voiced student feedback received in late 2003.
- Addition of introductory course for each of the two emphasis areas in the BPA program.
- Development of three MPA elective courses for non-HSA students: Qualitative and Quantitative Management Methods, Strategic Planning and Independent Study).
- Development of service learning requirement for BPA students.
- Membership in National Association of Schools in Public Affairs and Administration (NASPAA) and subsequent revision of MPA courses to comply with NASPAA curriculum requirements for accreditation. Note: we do not plan to seek actual accreditation by NASPAA as it requires that at least half of the courses be taught by full time faculty—an impossibility given the size and the number of locations (4) where the MPA is offered.

3.3 Teaching Effectiveness

Student evaluation mean scores for both programs, for 14 items covering instruction and course value are found in appendix 3. The scores can vary from 1-7 with 7 being the most favorable. Full time and adjunct faculty generally score near 6 on all items with slightly higher scores for MPA. The lowest mean was for BPA students comparing program with other USF courses (5.5) which include the Ignatian Humanities sequence that was discussed above, with all other means between 5.7 and 6.1 for both programs. Site visits are made by either the associate or program director for all new adjunct faculty, and in addition, as part of group visits that generally occur at least once per year. These visits allow us to observe faculty in the classroom and meet with students during break periods.

3.4 Relationship to University and Jesuit Mission

The core mission of the University is to provide "undergraduate, graduate and professional students the knowledge and skills to succeed as persons and professionals; and the values and sensitivity necessary to be men and women for others" (USF Connect).

USF's PA degree programs focus on the learning and mastery of relevant knowledge and skills to succeed and with values that respect the need for personal dignity and freedom from harm. Ethics coursework and subsequent discussion of ethical issues throughout the program encourages students to explicitly include ethical considerations in decision making. Service learning provides students with a different point of view of society and the difficulties and needs for disadvantaged persons.

The Jesuit mission reinforces the success emphasis via a focus on preparing students to assume leadership roles and are persons who can articulate effectively in speech and writing and be well read, and hence well informed. The mission is furthered in both programs via capstone courses which require students to integrate what they have learned and apply learning to organizational problems or issues.

Also, there is the focus on educating the whole person, which is furthered by increased knowledge of ethical issues and how they may be manifested in work, family and leisure settings; learning about different preferences, needs and points of view in policy analysis and in the service learning experience and reflection components; and for undergraduates, the reflection on what has been learned in one's life, and its application in applying for portfolio credits, to meet university graduation requirements.

4. Student and Alumni Survey Results

The survey instruments, thanks to the expertise of Dr. Susan Prion, were created for the self-study and sent online to current students scheduled to graduate in May 2005, and to alumni who graduated between May 1999 and May 2004. Regarding response rates, there were over 100 alumni with incorrect (out of date) email addresses.

The survey groups and response rates include MPA current students (19 responses for 63 sent or 30%), MPA alumni (11 responses for 128 sent or 9%), BPA students (18 responses for 71 sent or 25%), and BPA alumni (30 responses for 187 sent or 16%). See appendix 4 for results on all the survey groups (note: the MPA alumni were surveyed in 2 groups: generic MPA and those with an HSA emphasis).

Students and alumni were asked to rate a set of skills derived from program goals on their importance and satisfaction with skill attainment from the program and on other aspects. For the BPA program, in general, the results from student and alumni were very positive. For the students, the majority not only viewed the skills to be very important or important, there was a consistent majority who were very satisfied or satisfied with their development of skill attainment in the program. There was near unanimity that the program overall, as well as curriculum, instruction, and relevance to career, and to a lesser extent, texts, were excellent or good. Regarding support services, there were few responses, except for BPA academic services, which was viewed by most as excellent or above average. Overwhelmingly, they would recommend the program, and that it has been a significant or positive effect on job performance, and on careers, and over a third have had a promotion or gained a better job, since entering the program. The majority favored the current program length. On open ended items, the comments are interesting but vary greatly and do not focus on similar points.
The BPA alumni scored similarly to the students.

For the MPA, in general, the results from the students and the alumni are very positive. For the students, the majority not only viewed the skills to be very important or important, there was a consistent majority who were very satisfied or satisfied with their development of these skills in the MPA program. There was near unanimity that the program overall, as well as the curriculum, instruction, and relevance to career, and to a lesser extent, texts, were excellent or good.

Regarding support services, there were few responders, except for library, financial aid, bursar's office, classrooms and admissions. All were viewed as excellent or good by the majority, except for classrooms with over half rating them as average. Overwhelmingly, they would recommend the program, and that it has been a significant or positive effect on job performance. A fourth have changed jobs for the better since entering the program. A fourth would lengthen the program (for fewer weeks of concurrent, multiple courses) with three fourths wanting it to remain the same. For other open ended responses, there were multiple comments on the need to reduce online content (such as in partially online courses) and to eliminate the periods where a partially online course is taken concurrent with other courses.

For the MPA alumni, there were two groupings, MPA students with no emphasis, and MPA/HSA students. Previously, the HSA program was separate from the regular MPA. I will combine these for this discussion, as there are few differences in their responses (with a future analysis comparing the new healthcare curriculum students with the former program).

For these alumni respondents, the majority viewed the skills to be very important or important; there was a consistent majority that was very satisfied or satisfied with skill development in the program. The majority rated the program overall, as well as texts, curriculum, relevance to career to be excellent or good. For support services used, MPA academic services was so rated by 40-44%. An overwhelming majority would recommend the program, and that it had a positive effect on career and on job performance. Over a third of the MPA and nearly half of HSA students have gotten a promotion or better job since entering the program. Regarding program length, over three fourths want to keep it the same. Regarding other open ended responses, on skills needing more attention, frequent mentions focused on quantitative and financial analysis skills.

5. Full time Faculty, Adjunct Faculty, Staff

The full time faculty now include Professor Maurice Penner (also program director, see vita in appendix 6) and Assistant Professor Edward Rimer) with both Professor Michael O'Neill and Assistant Professor Michael Cortes (both Nonprofit Administration) teaching 1-2 courses per year. Gleb Nikitenko is Associate Program Director with 80% of his time devoted to staffing and other duties for PA programs, and Lydia Fedulow serving as a full time program assistant.

Adjunct faculty teach 88% of all courses offered in the two programs as a result of several factors: 1) the need for expertise in specialized areas such as legal aspects of PA, 2) the large geographic areas served by the programs (the two most distant regional centers are nearly 100 miles apart), 3) only two faculty devoted full time to PA. The adjunct faculty and their terminal degrees are listed in appendix 5. Over half (34 of 62 full-time and adjunct faculty teaching in the programs have a doctoral degree varying from Ph.D. to D.P.A., J.D., Ed.D. All have administrative /management experience and primarily in the public sector.

The adjunct faculty have considerable flexibility in how they structure their courses. The major requirement is to follow the standard learning objectives in the standard syllabi. They can select an alternative text (with three months notice for book ordering and program director approval) as well as structure the written and reading assignments. They must send a draft of the syllabus several weeks before meeting with the students (for review by the associate director), who also monitors their online work with the students, to insure the faculty are assigning and responding to online work—all done via Blackboard software on a course and instructor-specific website.

5.1 Full time Faculty Biographies

Maurice Penner, Ph.D.

I have done extensive research in the area of physician organizations accepting risk for the cost of medical care for HMO patients, and sole author of Capitation in California (regarding this research) with over 20 scholarly articles, and over 20 years experience as a university professor. Over the past five years I have collaborated with MPA students on three research projects on healthcare access (uninsured seeking medical appointments, Medicaid patients seeking nursing home placement for custodial care and privately insured patients' access to their outpatient drug benefits); this research has resulted in three scholarly publications and four presentations at national conferences for these students, as well as for myself. My public sector work experience includes three years as a policy advisor to the Governor of Kansas, three years administering employment and training programs, two years as a supervisory job analyst, two years consulting on a redesign of state (Kansas) employee health benefits, and a year as an area on aging administrator.

Edward Rimer, D.P.A.

I was born and raised in New York City. I graduated from Hunter College in the Bronx in 1967 with a B.A. in English. After graduation I worked for the New York City Department of Social Services for three years. In 1970 I moved to the Bay Area and worked for Contra Costa County for the next 12 years. I have a D.P.A. from the University of Southern California (1983) and an M.P.A. from California State University, Hayward (1976). In addition to my many years of experience in government, I was Executive Director of the Contra Costa Food Coalition, later to be renamed the Food Bank of Contra Costa and Solano Counties.

I left government to pursue a career in academia for several reasons. One, I thought that I could have a greater impact teaching. Second, I thought that the university would be an escape from excessive paperwork, and three, that the hours would be better. The latter two have proven to be false.

My graduate education was done while working full-time and helping to raise a family. What this means is that I have heard of all of the reasons for not having papers done on time, and probably invented a few myself.

I am committed to adult, life long learning and improving the education of public administrators. One area of my research has been professional administration education and curriculum development. As Director of our MPA and BPA programs from 1994 until 2003 I led the effort to make our programs more relevant for practitioners in the field. My other research focuses on the relationship between public policy, the media, and professional sports. I am presently doing research with Dr. Michael Semler on how local counties and municipalities made decisions during the recent round of budget cuts.

I am a member of the Contra Costa Alcohol and Other Drug Advisory Board and chair of the Board's Public Policy Committee. The County Board of Supervisors established the Board in 1992 to evaluate information, provide advice, and make recommendations of family and community needs regarding treatment and prevention of alcohol and drug abuse problems. As a member of this board I work with and advise various Contra Costa County staff on a variety of issues and programs, including the implementation of the Substance Abuse and Crime Prevention Act (Proposition 36). During our class I will often use my past and current experiences in county government to help us understand the material we will be reading and discussing.

6. Changes and Future Directions

For both MPA and BPA programs, there have been several recent changes that should be evaluated prior to making changes in course offerings and class schedules. Thus the changes I suggest focus on addition of learning outcomes in several areas: team building, leadership, ethics, and research methods. I am not suggesting deletion or addition of courses at this time.

For MPA, a review of the standard syllabi indicate limited content on team building other than being listed as a discussion topic in HR and an assignment for doing the book reviews in Integrative Seminar. I suggest asking our faculty teaching organizational analysis to add reading and discussion on research and principles on team building and use teams for case analysis presentations; add teamwork to online assignments in Emerging Technologies (as online teamwork is increasing in many organizations); as well as encourage (via draft syllabus review) the use of teams in class discussion groups and online tasks.

Leadership is discussed in the introduction, organizational analysis and ethics courses, and is frequently one of the topics considered in performing the comprehensive case analysis that constitutes an exam in a required course. I propose a refocus on leadership through addition of content on the topic via a change in focus or even course title to one in decision making. This would better fit the associated work on the comprehensive case analysis requirement, as well as provide a tighter integration of the now varied course readings and written assignments.

There are ethics course learning or session objectives for the first four courses and ethics certainly fits as an element to consider in learning about economics, budgeting, policy analysis and the capstone course. I suggest adding ethical considerations to course learning outcomes for these courses.

There is no required coursework in research methods with the MPA elective, on management methods focusing on performance management rather than research methods. Learning objective four includes evaluation of the work of public agencies, which implies an ability to critically analyze research existing on a topic. The independent study course, while an elective, is taken by almost all of the MPA students,

and is now scheduled to include three class sessions. I would like to add content on research design, ethics, threats to validity, sampling and measurement to increase student ability to critically analyze research reports.

I now teach all of the independent study sections and while most students do their study projects on organizational problems/issues, I offer to direct empirical research on any of my 3, ongoing healthcare access studies (physician access for the uninsured, nursing home access for unskilled care, Medicaid patients, and problems in managing outpatient prescription drug benefits as viewed by retail pharmacists); or on their own ideas. Five students have either published their findings or presented them at national conferences (ASA and APHA). Adding research methods content will encourage more students to either take on such research. or improve the quality of their literature reviews for those doing applied organizational projects.

For BPA, also, there is a lack of assignments and exercises that focus on teamwork, leadership, ethics and the ability to seek out published information on a topic. Teamwork does not appear in the course and session learning objectives, or in assigned work or classroom activities in the standard syllabi; however, for both teamwork and leadership, there is a learning outcome for the program that concerns ability and skill in leading and in collaborating (teamwork) with others. There are several courses that could include classroom and assigned work activities that could include collaboration. The introduction, organizational theory, economics/finance, HR, emerging developments, legal aspects and policy analysis courses could begin including online group work on assignments (which is rapidly increasing for professional workers in many organizations). In some cases this could be carried over into the classroom via team debates on topics—both for online prepared presentations and task-related, in class group activities (such as developing a regulatory recommendation for a policy problem discussed in the text).

Leadership has text readings, session or course learning objectives in the organizational theory, policy analysis and emerging development courses. The addition of service learning to the field project course could include consideration of needed leadership in reflection on what the student learned from the experience regarding unmet, critical needs for the population studied.

Awareness of ethical issues and use of ethical reasoning are supported by a course in social ethics as well as the inclusion of ethical issue discussion in organizational analysis of case studies, ethics and the role of the administrator in the introductory course, social equality in policy analysis and service learning, ethical issue implications in HR and emerging developments. Ethical issue identification and reasoning appear to be well covered for an undergraduate, professional program.

Skill in evaluating programs is part of a program objective and requires the ability to seek out and obtain published information on both how to evaluate (for example what are appropriate measures) and what has been found regarding effectiveness of a specific program design. A review of the assignments shows little in the way of required library

research for term papers. In teaching the final course in the program, students show concern over the library research component of their final papers—stating they did not do this in prior courses. The student orientation includes a training session on working with a reference librarian, using the library's data bases and article retrieval. Adding a library research assignment to the introductory course would help build search skills that could be repeated in other courses.

7. Program Reviewers' Report

The three program reviewers are all faculty from other programs and are listed in appendix 7.