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. **Programs with multiple campuses or modalities should upload a supplemental table that disaggregates all faculty and student data by campus or modality.** Multiple modalities refers to differing modes of pedagogy within the same program, be they geographic, technological, curricular, or temporal. Typical structures that fall in this category are distance campuses, online education, and unique student cohorts within the program, such as executive or 3+2 cohorts.

This 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.

Preamble

We offer demanding programs focused on government and nonprofit management. Since 1978, our Master of Public Administration program has provided exceptional teaching, relevant research and dedicated service to the profession and greater community. The program design and delivery draws on 476 years of Jesuit tradition and 161 years of value-centered education at the University of San Francisco, imparting perspective through our global network of universities, faculty, students, and public-private partnerships.

Mission

We prepare our graduates for public leadership by advancing a challenging curriculum while pursuing complementary research, transforming learning into actions that serve our communities, especially the most vulnerable among us.

Vision

Our diverse graduates become outstanding leaders who provide ethical, workable solutions to societal needs and advance justice.

Values

We are committed to:

Social Justice for all people.
Diversity in all its forms.
Integrity in all we do.
Accountability to all we serve.
Excellence in academic programs, teaching, research, and student services.

2a. Please indicate the additional delivery modalities of your program (Check all that apply):	b. In person instruction with online coursework available d. Completely online (students never have to come to campus)
2b. If applicable, please check the satellite campuses checkbox and indicate at which satellite campuses the *entire* degree may be completed.	Satellite Campuses

If applicable, please list your satellite campuses.

Sacramento
San Jose

2c. Does the program include an executive cohort or track?	No

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

No substantive changes.

4. Program Evaluation: Please 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.

The MPA Program's program evaluation continues to follows a multi-year plan as part of the School of Management's assessment activities that are submitted to AACSB and WASC.

The MPA nucleus faculty makes programmatic level evaluation and competency assessment improvements in conjunction with the school-wide and university-wide assessment process development cycles. This year's review of outcomes has triggered course level and program-level improvements.

1) We continue to use a periodic faculty sufficiency review and forward planning process to assure course coverage by full-time faculty meets or exceeds 50% of all MPA courses (on-ground at all campuses and online), and that students are taught by academically qualified full-time faculty,

principally members of the MPA nucleus faculty. We have participated in the school-wide development of a Preferred Hiring Pool for part time faculty to assure our part-time faculty have strong academic and professional qualifications.

2) Student and faculty feedback on online courses has been discussed in faculty meetings; revisions to improve the student experience and student engagement continue to be important concerns. Most of the MPA faculty has now taught at least one course online. We improved our systematic review of online and on ground student profiles in the admissions process and seek supplemental information and provide additional guidance to students prior to enrollment. We have added flexibility for ongoing students to switch from the online to on-ground program, or to take an online course for a semester or the remainder of the program if their work schedule precludes continuing on ground.

3) The software-based data engine for collecting/aggregating/analyzing course and program materials for assurance of learning was tested for two years in our program and at the School of Management. The outcome of that experience resulted in the school deciding to no longer use the particular fee-based software package. At this time no replacement package has been selected and it's not certain the university will select a new package in the near term. So we have returned to our prior organization of program level assessment worksheets and documentation. Faculty are working with our earlier assurance of learning and assessment worksheets, used in our initial years of accreditation by the program director, department chair, faculty, and staff to collect/aggregate course and faculty feedback, while continuing to coordinate with school and university level assessment activities toward specific confirmation of learning and recommendations for curriculum review and improvement.

4) The School has a unit whose responsibilities include assessment, and those staff and our data director have been very responsive in working with the MPA Program Director and the Chair of the Department of Public and Nonprofit Administration on collecting and updating information from individual faculty and courses that is then shared back with faculty in the aggregate for their discussion on Universal and Mission-specific Competencies.

5) Information is shared with the MPA Advisory Board and their observations/recommendations reported back to faculty.

Through these processes, the faculty continues to make curricular changes to maintain and improve the quality of the student educational experience and its applicability to professional development and community services.

We continue to review prospective student, applicant, and new student preferences in location and modality. This informs where the program is offered, and with what frequency of new starts, within the system of USF satellite campuses and online modality.

The alignment of the MPA curriculum and schedule with other degree programs at USF and the creation of two-units in elective course credit within the MPA has allowed new opportunities for our students to interact or take a course with students interested in the private or non-profit sectors, and to participate in Academic Global Immersion (AGI) short courses. While we offer elective courses designated by catalog for the MPA program (a 2-unit strategic communication course in Intersession 2016) students also use the short course elective opportunity for specific learning that boosts the value of our MPA for specific career opportunities in refugee services, environmental management and health service. We continue to work on offering in a more systematic way special topics courses of interest to our MPA students using short term format.

5. Number of Faculty Nucleus   9

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. Every year you must check to verify the accuracy of the information 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
% All courses	61	39
% Courses delivering required competencies	61	39

7. Data Explanations:
The following blank field is offered in case the program would like to provide any narrative context or explanation for any of the faculty data, including course coverage, in this form. If modality information is required, you may also use the box to provide additional breakdowns. (Optional for all programs)

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Campus...#courses...#TaughtFTFaculty...%TaughtFTFaculty...#TaughtPTFaculty...TaughtPTFaculty
Downtown......19.................10.................53%.........................9........................47%
San Jose..........6..................5.................83%.........................1.......................17%
Online.............33.................22.................67%.........................11.......................33%
Sacramento....11..................5.................45%*........................6.......................55%
Total...............69.................42.................61%.........................27.......................39%
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The MPA program exceeded the 50% rule for the sum of 69 courses in four locations/modality, but fell short by one course section in Sacramento (5 of 11 sections taught by fulltime faculty member) due to a 2014 summer semester shortfall. Members of the fulltime faculty are not contractually required to teach summers. Many volunteer but that semester one faculty member was on sabbatical.

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

9. Admissions:
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. Programs with multiple campuses or modalities should upload a supplemental table that breaks this information down by campus or modality.

Applicants	198
Admitted Students	157
Enrolled Students	99

(This question is optional for programs using the pre-2009 standards.)
10. 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. For example, if 15 students initially enrolled, 10 graduated in 100%, 2 graduated in 150% and 1 graduated in 200% you would enter: 15; 10; 12; 13. NOT 15; 10; 2; 1. Programs with multiple campuses or modalities should upload a supplemental table that breaks this information down by campus or modality.

	Initially Enrolled	Graduated 100% or Degree Program Length	Graduated 150% of Degree Program Length	Graduated 200% of Degree Program Length
Total Number of Students in the ARY-5 Cohort	75	61	69	71

11. Please define your program design length:

Semesters

4

12. 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. Programs with multiple campuses or modalities should upload a supplemental table that breaks this information down by campus or modality.

National or central government in the same country as the program	2
State, provincial or regional government in the same country as the program	9
City, County, or other local government in the same country as the program	17
Government not in the same country as the program (all levels) or international quasi-governmental	0
Nonprofit domestic-oriented	17
Nonprofit/NGOs internationally-oriented	0
Private Sector - Research/Consulting	2
Private Sector but not research/ consulting	9
Obtaining further education	1
Military Service	0
Unemployed (not seeking employment)	0
Unemployed (seeking employment)	0
Status Unknown	7
Total	64

13. 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.

https://www.usfca.edu/management/graduate-programs/public-administration/placement

14. Data Explanations:

The following blank field is offered in case the program would like to provide any narrative context or explanation for any of the student data – enrollment information, graduation and employment rates, - in this form. If modality information is required, you may also use the box to provide additional breakdowns. (Optional for all programs)

Question 9: Information by campus/modality. Number applied, admitted, enrolled.

CAMPUS/MODALITY	Applied	Admitted	Enrolled
San Francisco	75	60	31
Online	106	84	21
Sacramento	17	13	8
SUM CAMPUSES	198	157	99

Question 10: Information by campus/modality. Number graduated within 100%, 150%, and 200% program design length.

CAMPUS/MODALITY	100%	150%	200%
San Francisco	36	42	43
Sacramento	11	11	12
South Bay	14	16	16
SUM CAMPUSES	61	69	71

Question 12: Job placement statistics by campus/modality. Number per category.

CAMPUS/MODALITY	San Francisco	Online	South Bay	Sacramento
National	0	0	2	0
State	3	2	0	4
City/County	5	8	3	1
International government	0	0	0	0
Non-profit, domestic	6	4	3	4
Nonprofit/NGO international	0	0	0	0
Private sector/consulting	1	0	1	0
Private sector/not consulting	3	2	3	1
Obtaining further education	1	0	0	0
Military service	0	0	0	0
Unemployed (not seeking)	0	0	0	0
Unemployed (seeking)	0	0	0	0
Status unknown	1	4	1	1

SUM CAMPUSES.................20................20.............13................11

15. If there have been any significant changes in resource trends and the sufficiency of resources available to the program to pursue its mission, objectives, and continuous improvement. (If there are no changes, the program may leave this field blank.)

no significant changes.

16. 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. Please refer to your most recent decision letter, available in the Documents tab, to review COPRA's request for ongoing information. Your program is being monitored on the following standards:

Standard 1.1	No
Standard 1.2	No
Standard 1.3	No
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	No
Standard 4.4	No
Standard 5.1	No
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.

18. 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)	17
Total sections offered by your NASPAA degree program(s)	25
Percentage of those sections taught by full-time faculty	64

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)

19. 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
Tuition	42,580	42,580
Fees	100	100
Total Cost	42,680	42,680

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%.

20. % of Full-Time Students receiving Financial Aid	22

21. % of Part-Time Students receiving Financial Aid	2
22. % 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.

23. Name of the School/ Department where the program resides	School of Management/Dept. of Public and Nonprofit Administration
24. Indicate who the program is primarily designed to serve (select only one):	d. Generally part-time with some full-time
25. Are evening or weekend classes available	We have both evenings and weekend ones
26. Approximately how many semesters/ terms would it take a full-time student to complete the program?	4 Semesters

27. 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)

MPA students at the University of San Francisco, a Jesuit university, practice conscious leadership at the intersection of public, private, and nonprofit sectors across our diverse communities. Our MPA prioritizes hands-on experience and evidence-based decision making. A flexible class schedule helps working professionals balance busy lives; small class sizes promote one-on-one attention and relationship building. Concentration available in healthcare administration.

28. Please select the concentrations/specializations your program offers (Check all that apply):	General/ Public Management Health
29. 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

30. Admission Requirements (check all that apply):

Bachelors Degree	Required
Letter of Recommendation	Required

Resume	Required
Standardized Tests	Optional
GRE	No
GRE Qualitative	No
GRE Quantitative	No
GMAT	No
LSAT	No
TOEFL	No
Other Standardized Test	No
Statement of Intent	Required
Essay/Additional Writing Sample	Optional
Professional Experience	Optional
Number of Years of Professional Experience	2
Interview	Optional
Other	Required
Other required admission requirements:	

Online application
Undergraduate transcripts
English proficiency exam, if applicable

31. 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).

Applications to the MPA program are reviewed in their entirety with each required component being given equal consideration. Optional information is also given full consideration.

All program admissions decisions are made by a committee consisting of admissions staff, the MPA program director and a second MPA faculty member or PNA department chair.
We do not offer waivers.
In keeping with the mission of the University of San Francisco and the mission of the program, we expect all applicants believe in their personal ability to apply their education to change the world, transforming learning into acts of consequence that serve our diverse communities.

This following questions on enrollment data refer to the *current Fall*. For example, if you are filling out the 2015-2016 Annual Data Report you are reporting enrollment numbers for **Fall 2016**.

32. What is the total number of new students entering the program in the fall? 82

33. What is the total number of students currently enrolled in the program? 232

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

a. Out-of-state students: 16%

b. <u>International</u> students: 0%

c. Female students: 64%

d. Part-time students: 6%

e. Persons of diversity 51%

35. How many degrees were awarded by this degree program during data report year 65

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.

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

a. Professor: 152,276

b. Associate Professor: 99,409

c. Assistant Professor: 95,685

37. 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: 1.00

b. Admissions: 1.00

c. Student Advising: 1.00

d. Career Services: 0.25

e. Alumni: 0.25

f. Distance Learning AdministrativeSupport: 1.00

38. 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

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

40. If your program offers a stipend for your graduate or teaching assistants, what is the average stipend offered? Below $5,000

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

42. Does the program: include tuition in financial aid

Hide	**Program Level Data**

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

44. Your institution is: A NASPAA Member

45. Indicate the location of the degree program within the University: e. In a Business School

46. Is a Dual-degree option available to students? No

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

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

a. Required Courses: 36

b. Elective Courses: 2

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

50. 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.

51. Of the total completed applications received in the academic year for this program, how many were accepted/admitted? 129

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

53. Of this number (total degrees awarded from Short form), how many were joint degrees? 0

54. What is the data source for your alumni data? (Check all that apply.) Program Alumni Survey
University Alumni Office
School/Department Alumni Survey

55. If most of your alumni data were collected from surveys, what was your survey sample collection criteria? 6 months after graduation