

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 provide data disaggregated by campus or modality. To do so, complete the first table for questions 6, 9, 10, and 12 in aggregate. Then, using the +Add new Delivery Modality breakdown button, create a new table for each modality at which the entire degree may be completed. For example, if the program has students enrolled in three modalities: main campus, an additional satellite campus, and online, Question 6 would be completed 4 times: the first table reflecting aggregate data (for all 3 modalities), the second table reflecting only main campus student data, the third table reflecting only satellite campus student data, and the fourth table reflecting only online student data.** 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 477 years of Jesuit tradition and 162 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. Indicate the mode(s) of program delivery that most accurately describe 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.

We continue to review where and through what modalities the program is offered. We determined to teach out the cohort in San Jose, as the Online MPA interest and number of students has grown. We are continuing to migrate the program from 3-unit courses to 4-unit courses plus one 2-unit elective, as described in last years AMR. This year was the first year that students in the on ground cohorts have a 2-unit elective which they can complete any semester over the two academic year typical program time. We will fully migrate the on-ground students before migrating the online program to the 4-unit curriculum.

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 is in the process of modifying its past plan as part of the School of Management's assessment activities as previously submitted to AACSB and WSCUC based on changes in the School's assessment protocols. AACSB activity at the school level is resulting in the development of a new School of Management online repository of assessment plans and results; the MPA program will be porting our formerly separate documents into that repository and building out our curriculum map and and logic model therein. We believe this new repository will be more successful than the last effort (last year's AMR, q. 4 item 3, has summary of the less-successful pilot of the last assessment tool), based on its management by the school's Academic Affairs unit, and its organic tie-in to the School's Intranet and other databases and custom reports. We expect over the next two years that the new repository should gradually see the MPA program develop a complete, replicable, systematic, and efficient means to assess student competency and our activities to apply what we are learning from student assessment for program improvement on a

standard-by-standard basis. A subcommittee from the department faculty will be managing this transition, along with other tasks over the next several years related to the upcoming Self Study Year and re-accreditation. Other evaluation activities noted below.

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 continue to participate 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. The program now has available an up-to-date and longitudinal reporting dashboard involving several matters of special interest to the MPA program to easily monitor faculty adequacy, and to confirm all student cohorts have more equivalent student experiences.

2) Student and faculty feedback on online courses continues to be regularly discussed in faculty meetings; revisions to online course activities improve the student experience, and student engagement continues to be important. Eight different full-time faculty taught at least one course online in this reporting year, which means the faculty at large can discuss where the online activities need to better simulate the on-ground, in-person, synchronous student experience. As we continue to migrate the on-ground curriculum to 4 unit courses, we circle back to discuss where each required competency and program goal is being taught; this is resulting in an updated curriculum map and the beginnings of a revised logic model. We have our initial data and experience on students who will need to fill a 2-unit elective. Students can take the extra 2-unit class during Fall or Spring semester, we have also tried to make better use of students' time by offering a 2-unit course over the Intersession between Fall and Spring, and also by offering a 2-unit Academic Global Immersion experience at the end of the school year in May, in collaboration with our Masters of Nonprofit Administration program. The nature and utilization of elective courses is regularly discussed in faculty meetings and among faculty who are instructing the various courses or sending students to take them.

3) Based on student admission packets and student performance once admitted, we continue to improve our 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 and throughout their time at USF. We still on occasion have students modify their time to graduation or 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; for all such students, we prepare a curriculum path from the current point to graduation so the student can commit to a path to program completion. We have added a bi-weekly meeting between the program director, admissions, and student services to close the loop between admissions and student performance; this seems to have improved our incoming student profile, that is, students seem better prepared for the program and have a clearer idea of what they need to do to be successful in the program. The bi-weekly meetings also allow us to catch student issues early, routinely closely the loop between current faculty, the program director and student services; it also allows admissions to better prepare prospective and incoming students. Program faculty are regularly updated on admissions and student support services at faculty meetings. This may seem like more intensive support than some MPA programs offer; but the USF MPA mission states we will "prepare our graduates for public leadership by advancing a challenging curriculum ..., transforming learning into actions that serve our communities, especially the most vulnerable among us." We are preparing a highly diverse community of social justice minded students that includes many first-generation graduate students in service to their communities, who have applied with demonstrated talent and public service careers underway, but they can on occasion need extra academic guidance.

4) Information on the program, its curriculum, mission, and issues, are presented to MPA Advisory Board and their observations/recommendations reported back to faculty.

Through these processes, the program director and faculty continue to make curricular changes to maintain and improve the quality of the student educational experience and our MPA's applicability to our students' public service careers, professional development and community service.

5. Number of Faculty Nucleus 10

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	63	37
% Courses delivering required competencies	63	37

Delivery Modality Main Campus

Secondary Delivery Modality Name San Francisco - Downtown

	Full Time Faculty	Part Time Faculty
% All courses	50	50
% Courses delivering required competencies	50	50

Delivery Modality Satellite Campus

Secondary Delivery Modality Name Sacramento

	Full Time Faculty	Part Time Faculty
% All courses	42	58
% Courses delivering required competencies	42	58

Delivery Modality Satellite Campus

Secondary Delivery Modality Name San Jose

	Full Time Faculty	Part Time Faculty
% All courses	80	20
% Courses delivering required competencies	80	20

Delivery Modality Online Modality

Secondary Delivery Modality Name Online Degree Program

	Full Time Faculty	Part Time Faculty
% All courses	73	27
% Courses delivering required competencies	73	27

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)

The program well exceeded full-time and part-time faculty balance requirements overall. The program also met or exceeded NASPAA expected faculty ratio on main campus, San Jose and

Online.

In Sacramento, however, we missed achieving full-time coverage by just one course of full-time faculty coverage (5 of 12 courses instead of 6 of 12 as scheduled) due to the unexpected and sudden loss of a faculty member resulting in the need to cover his assigned teaching in San Francisco and Sacramento in Spring 2017. As there was not adequate time to conduct a search for a full-time faculty member in the few weeks before Spring 2017 semester started, we were able to draw from our pool of highly professionally qualified adjuncts in this instance.

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	170
Admitted Students	131
Enrolled Students	94
Delivery Modality	Main Campus
Secondary Delivery Modality Name	San Francisco - Downtown
Applicants	66
Admitted Students	50
Enrolled Students	37
Delivery Modality	Satellite Campus
Secondary Delivery Modality Name	Sacramento
Applicants	23
Admitted Students	18
Enrolled Students	10
Delivery Modality	Online Modality
Secondary Delivery Modality Name	Online Degree Program
Applicants	81
Admitted Students	63
Enrolled Students	47

10. Graduation Rates:

(This question is optional for programs using the pre-2009 standards.)

Below, using the ARY-5 cohort , indicate the cohort’s initial enrollment numbers, how many of those enrolled graduated within 2 years, as well as those students graduating within 3 and 4 years. Note that the numbers in each successive column are cumulative, meaning that the number of students in the column for 4 years should include the numbers of students from the 3 year column, plus those that graduated within 3-4 years. In the final column, sum the total number of students who have graduated (column 4) and those students who are continuing to graduation. For example, if 15 students initially enrolled, 10 graduated in 2 years, 2 graduated in 3 years, 1 graduated in 4 years, and 2 more are still active in the program, you would enter: 15; 10; 12; 13; 15. NOT 15; 10;

2; 1; 2. Programs with multiple campuses or modalities should upload a supplemental table that breaks this information down by campus or modality.

	Initially Enrolled	Graduated within 2 years	Graduated within 3 years	Graduated within 4 years	Total Students Graduated and Persisting to Graduation
Total Number of Students in the ARY-5 Cohort	77	69	72	72	72

Delivery Modality Main Campus

	Initially Enrolled	Graduated within 2 years	Graduated within 3 years	Graduated within 4 years	Total Students Graduated and Persisting to Graduation
Total Number of Students in the ARY-5 Cohort	32	26	29	29	29

Delivery Modality Satellite Campus

Secondary Delivery Modality Name Sacramento

	Initially Enrolled	Graduated within 2 years	Graduated within 3 years	Graduated within 4 years	Total Students Graduated and Persisting to Graduation
Total Number of Students in the ARY-5 Cohort	22	21	21	21	21

Delivery Modality Satellite Campus

Secondary Delivery Modality Name San Jose

	Initially Enrolled	Graduated within 2 years	Graduated within 3 years	Graduated within 4 years	Total Students Graduated and Persisting to Graduation

	Initially Enrolled	Graduated within 2 years	Graduated within 3 years	Graduated within 4 years	Total Students Graduated and Persisting to Graduation
Total Number of Students in the ARY-5 Cohort	12	12	12	12	12

Delivery Modality Satellite Campus

Secondary Delivery Modality Name Santa Rosa

	Initially Enrolled	Graduated within 2 years	Graduated within 3 years	Graduated within 4 years	Total Students Graduated and Persisting to Graduation
Total Number of Students in the ARY-5 Cohort	11	10	10	10	10

11. Please define your program design length: Semesters

5

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 5

State, provincial or regional government in the same country as the program 15

City, County, or other local government in the same country as the program 16

Government not in the same country as the program (all levels) or international quasi-governmental 0

Nonprofit domestic-oriented 12

Nonprofit/NGOs internationally-oriented 2

Private Sector - Research/Consulting 0

Private Sector but not research/ consulting 16

Obtaining further education 0

Military Service	1
Unemployed (not seeking employment)	0
Unemployed (seeking employment)	0
Status Unknown	7
Total	74

Delivery Modality Main Campus
Secondary Delivery Modality Name San Francisco

National or central government in the same country as the program 4

State, provincial or regional government in the same country as the program 5

City, County, or other local government in the same country as the program 6

Government not in the same country as the program (all levels) or international quasi-government 0

Nonprofit domestic-oriented 8

Nonprofit/NGOs internationally-oriented 2

Private Sector - Research/Consulting 0

Private Sector but not research/consulting 5

Obtaining further education 0

Military Service 0

Unemployed (not seeking employment) 0

Unemployed (seeking employment) 0

Status Unknown 1

Total 31

Delivery Modality Satellite Campus
Secondary Delivery Modality Name Sacramento

National or central government in the same country as the program 0

State, provincial or regional government in the same country as the program 3

City, County, or other local government in the same country as the program 0

Government not in the same country as the program (all levels) or international quasi-government 0

Nonprofit domestic-oriented 0

Nonprofit/NGOs internationally-oriented	0
Private Sector - Research/Consulting	0
Private Sector but not research/consulting	1
Obtaining further education	0
Military Service	1
Unemployed (not seeking employment)	0
Unemployed (seeking employment)	0
Status Unknown	1
Total	6
Delivery Modality	Online Modality
Secondary Delivery Modality Name	Online Degree Program
National or central government in the same country as the program	1
State, provincial or regional government in the same country as the program	7
City, County, or other local government in the same country as the program	10
Government not in the same country as the program (all levels) or international quasi-government	0
Nonprofit domestic-oriented	4
Nonprofit/NGOs internationally-oriented	0
Private Sector - Research/Consulting	0
Private Sector but not research/consulting	10
Obtaining further education	0
Military Service	0
Unemployed (not seeking employment)	0
Unemployed (seeking employment)	0
Status Unknown	5
Total	37

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 and completion statistics (or other programmatic outcomes) to show student success.

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

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

Annual Program Survey

Short Form

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) 18

Total sections offered by your NASPAA degree program(s) 28

Percentage of those sections taught by full-time faculty 68

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	43,700	43,700
Fees	100	100
Total Cost	43,800	43,800

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 12

21. % of Part-Time Students receiving Financial Aid 0

22. % of International Students (Full and Part-Time) receiving Financial Aid 0

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

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 weekend but not evening classes

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 Catholic university, are creating a more humane and just world. Students live and work in diverse communities with strong public engagement. Our public management program provides experiential learning and a schedule allowing working professionals to create work/life/school balance. Classes 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
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
Interview	Optional

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).

Required - Transcripts from each accredited college or university attended.
 Optional - Scholarship Statement
 Optional - Self Evaluation
 Optional - Additional Statement
 Optional - Interview
 Required - Proof of English proficiency

The following questions on enrollment data refer to the *current Fall*. For example, if you are filling out the 2016-2017 Annual Data Report you are reporting enrollment numbers for **Fall 2017**.

32. What is the total number of new 42

students entering the program in the fall?

33. What is the total number of students currently enrolled in the program? 167

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

a. Out-of-state students: 10%

b. International students: 1%

c. Female students: 62%

d. Part-time students: 8%

e. Persons of diversity 70%

35. How many degrees were awarded by this degree program during data report year 107

Long Form

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: 155,322

b. Associate Professor: 118,095

c. Assistant Professor: 103,679

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 Administrative Support: 1.00

38. Health Insurance Fees: Do the mandatory fees included in the calculations of cost in non-discounted No

cost (tuition/fees) of the degree program, include health insurance?

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

43. If your program offers a tuition waiver, what is the maximum number of years a student can receive a tuition waiver? 2years

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? 131

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

%14

a. Out-of-state residents:

b. International students: %0

c. Female: %64

d. Persons of Diversity %61

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