Self-Study Instructions

November 14, 2017

Approved by the Commission on Peer Review and Accreditation (COPRA) of the Network of Schools of Public Policy, Affairs, and Administration (NASPAA)

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Updated 2.15.12
Updated 04.26.13
Updated 05.21.14
Updated 11.05.15
Updated 11.17.16
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Program Fact Sheet

ITEM	DATA
1. Title of degree	Master of Public Administration (MPA)
2. Organizational Relationship of the Program to the Institution	In a School of Business/Management
3. Geographic Arrangement Program Delivery	Both Main and Satellite Campus
4. Mode of Program Delivery: Check all that apply	In person instruction with online coursework AND Completely online
5. Number of students in degree program (Total, Fall of Self-Study Year)	168
6. Ratio of Total Students to Full-Time Nucleus Faculty	19 (168/9)
7. Number of Semester Credit Hours Required to Complete the Program	38
8. List of Dual Degrees	None
9. List of Specializations	Health
10. Mission Statement	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.
11. Indicate how the program defines its Academic Year Calendar (for the purposes of the Self Study Year)	Summer, Fall, Spring
12. Language of Instruction	English

Preconditions for Accreditation Review

Program Eligibility:

Preconditions for Accreditation Review

Programs applying for accreditation review must demonstrate in their Self-Study Reports that they meet four preconditions. Because NASPAA wants to promote innovation and experimentation in education for public affairs, administration, and policy, programs that do not meet the preconditions in a strictly literal sense but which meet the spirit of these provisions may petition for special consideration. Such petitions and Self-Study Reports must provide evidence that the program meets the spirit of the preconditions.

1. Program Eligibility

Because an accreditation review is a program evaluation, eligibility establishes that the program is qualified for and capable of being evaluated. The institution offering the program should be accredited (or similarly approved) by a recognized regional, national, or international agency. The primary objective of the program should be professional education. Finally, the program should have been operating and generating sufficient information about its operations and outcomes to support an evaluation.

2. Public Service Values

The mission, governance, and curriculum of eligible programs shall demonstrably emphasize public service values. Public service values are important and enduring beliefs, ideals and principles shared by members of a community about what is good and desirable and what is not. They include pursuing the public interest with accountability and transparency; serving professionally with competence, efficiency, and objectivity; acting ethically so as to uphold the public trust; and demonstrating respect, equity, and fairness in dealings with citizens and fellow public servants. NASPAA expects an accreditable program to define the boundaries of the public service values it emphasizes, be they procedural or substantive, as the basis for distinguishing itself from other professional degree programs.

3. Primary Focus

The degree program's primary focus shall be that of preparing students to be leaders, managers, and analysts in the professions of public affairs, public administration, and public policy and only master's degree programs engaged in educating and training professionals for the aforementioned professions are eligible for accreditation. Variations in nomenclature regarding degree title are typical in the field of public service education. Related degrees in policy and management are eligible to apply, provided they can meet the accreditation standards, including advancing public service values and competencies. Specifically excluded are programs with a primary mission other than that of educating professionals in public affairs, administration, and policy (for example, programs in which public affairs, administration, and policy are majors or specializations available to students pursuing a degree in a related field).

4. Course of Study

The normal expectation for students studying for professional degrees in public affairs, administration, and policy is equivalent to 36 to 48 semester credit hours of study. The intentions of this precondition are to ensure significant interaction with other students and with faculty, hands on collaborative work, socialization into the norms and aspirations of the profession, and observations by faculty of students' interpersonal and communication skills. Programs departing from campus- centered education by offering distance learning, international exchanges, or innovative delivery systems must demonstrate that the intentions of this precondition are being achieved and that such programs are under the

supervision of fully qualified faculty. This determination may include, but is not limited to, evidence of faculty of record, and communications between faculty and students.

Special Condition: Fast-tracking Programs that combine undergraduate education with a graduate degree in public affairs, administration, and policy in a total of less than six academic years or the equivalent are not precluded from accreditation so long as they meet the criteria of an accredited graduate degree.

Special Condition: Dual Degrees Programs may allow a degree in public affairs, administration, and policy to be earned simultaneously with a degree in another field in less time than required to earn each degree separately. All criteria of an accredited, professional, graduate degree in public affairs, administration, and policy must be met and the electives allowed to satisfy requirements for the other degree must be appropriate as electives for a degree in public affairs, administration, and policy.

Special Condition: Executive Education Programs may offer a degree in public affairs, administration, and policy designed especially for college graduates who have had at least five years of cumulative experience in public service, including at least three years at the middle-to- upper level. The degree program must demonstrate that its graduates have emerged with the universal competencies expected of a NASPAA-accredited program, as well as with the competencies distinctive to executive education.

Please verify program is a member of NASPAA: YES

Is the program at an institution accredited by a U.S. national or regional accrediting body? y/n
YES

If yes,
> Provide name of accreditor. (Pull down menu)
> Western Association of Schools and Colleges

> List year of most recent recognition. (Select year) 2015

When was the degree program established? (Select year) 1978

If the program is located outside the United States:

> Since your last review are there any changes to the relationship between your program and relevant governmental and non-governmental bodies related to accreditation, recognition, or licensure? If so, please explain.
> NO

> Since your last review, have there been any changes that would create any potential legal impediments that NASPAA should consider in conducting a program review in your country or region? Y/N

NO

Public Values

Since your last review have there been any changes to the code of conduct or other ethical expectations at your institution (Y/N)? Provide links if relevant.
NO

Primary Focus

Special Note for Programs with Multiple Modalities within a single degree:
Throughout the Self Study Report, the program should pay attention to communicating the comparability of its modalities and offerings. 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. A recommended way to do this is to use the *+Add new Delivery Modality Breakdown* button (where available) to provide data disaggregated by modality. Additional information could be uploaded as a document file(s) within the SSR with the appropriate information differentiated by modality. The Commission seeks information such as, but not limited to, faculty data on who is teaching in each modality and student data (applications, enrollment, diversity, attrition, employment outcomes). Qualitative information can be entered in the general text boxes where appropriate and should include information on the mission-based rationale for any modality, any differences between modalities (such as the limited emphasis option for online students), advising and student services for all modalities, assessment of all modalities, administrative capacity to offer the program in all modalities, and evidence of accurate public communication of program offerings.
Is the entire degree devoted to executive education? y/n
NO

Does Exec Ed exist as a track within the degree to be reviewed? y/n
        If a track or concentration, please provide a summary of any policies that differ from the main program, especially with regard to admissions, placement, curriculum and competency assessment, and completion requirements. In the case of significant differences, please explain the rationale for housing both programs in a single degree with regard to the mission.
NO

Indicate the mode of program delivery that most accurately describes your program. Check all that apply. (Autopopulated)
Completely online (students never have to come to campus)
In Person Instruction with online coursework avail

Does the program offer courses at remote sites and locations? (select)
YES

Name of Site	Site Location	Course Completion
Sacramento Campus	Sacramento, CA	The entire program can be completed at this site

Please describe any other unique delivery modalities the program employs, consortia, etc.

The SSY report includes data on the Sacramento Campus location, due to the SSY including the second year courses for those students. As of Fall 2018 we will offer only a fully online MPA program and the Main campus program. Students in either online or on campus program have the option to take zero, one or more courses in the other modality, but most students start and complete the program within the modality where they begin.

Standard 1. Managing the Program Strategically

1.1 Mission Statement: The Program will have a statement of mission that guides performance expectations and their evaluation, including

- **its purpose and public service values, given the program's particular emphasis on public affairs, administration, and policy**
- **the population of students, employers, and professionals the Program intends to serve, and**
- **the contributions it intends to produce to advance the knowledge, research and practice of public affairs, administration, and policy.**

Self-Study Instructions:

In section 1.1, the program should provide its mission statement and describe how the mission statement influences decision-making and connects participants' actions (such as how the Program identified its mission-based performance outcomes), describe the processes used to develop the mission statement, including the role of stakeholders such as students, graduates, and employers and describe how and to whom the mission statement is disseminated. In preparing its self-study report (SSR), the Program should:

Provide Program Mission

Use the text boxes below to provide the program mission statement and how the program reflects public service values.

> 1.1.1 Provide the Current Program Mission Statement and the date it was adopted.(Limit 500 words)
> MPA Program Mission and Goals
> Adopted 2011; Reaffirmed 2016, 2017
> 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. This draws on 478 years of Jesuit tradition and 163 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 acts of consequence to 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.

Goals
- Educate students to be compassionate and effective leaders who humanely manage public organizations.
- Prepare students to initiate and facilitate interactions between government, for-profit, and nonprofit sectors to provide ethical and workable solutions to societal needs.
- Create a collaborative environment of excellence in instruction, research, and service.
- Translate research into effective practices and achievable, humane policies.
- Prepare students to determine, collect, and analyze the evidence appropriate and essential for implementing public service strategies.

1.1.2 Describe the processes used to develop and review the mission statement, how the mission statement influences decision-making, and how

and to whom the program disseminates its mission. Include information describing how often relevant internal and external stakeholders, including employers, are involved in the mission development and review process, detailing their explicit responsibilities and involvement.
(Unlimited)

The USF MPA program mission, vision and goals statement, including its preamble, was initially developed through a two-year process involving both full-time and part-time faculty, students, alumni and our advisory board and is reviewed annually in faculty meetings. It is posted on our website and faculty are encouraged to reference these guiding principles in part or whole as applicable in signature blocks and syllabi. In March 2016, near the end of the academic year prior to the Self Study Year, the public and nonprofit management faculty held an offsite retreat to discuss a number of program-related questions, including "Is our vision and mission compatible with ethical leadership?" In the Self Study Year, faculty participated in a discussion of the mission statement at one monthly faculty meetings and re-affirmed it as still a good reflection of the program. Employers, through their participation on the MPA Advisory Board, reviewed their initial participation in the formulation of the mission statement and discussed the whole of the document section by section at a fall 2017 meeting, reaffirming the statement in full. The MPA program director reported this meeting dialogue and agreement to faculty at the next monthly meeting. Incoming students discuss the mission statement at orientation each year, and current students review it in at least one of their class sessions.

Word of mouth from current students, our alumni, and our advisory board is one element in developing our applicant pool. Values and goals articulated in the program mission are repeatedly found in these incoming student essays, where they frequently site an element of USF's unique mission key to their considering USF's MPA program: its Jesuit Catholic model of learning; preparing students for value-driven public leadership; or an orientation to courses where learning is put to practice; and its social justice emphasis on solutions for the most vulnerable among us.

We often state that the strongest confirmation of our program as mission driven is the performance of our graduates, and it so it was especially gratifying to hear our 2013 alumna (and now mayor of San Francisco) announce her candidacy in January 2018 with the statement that she was uniquely prepared to "... to make government work better for the city's most vulnerable."

The goals of the program that derive from our mission and their mapping to specific learning outcomes, the connection of those to the NASPAA Standards five universal competencies, have been subject this year to multiple reviews

> and revisions as part of ongoing curriculum improvement, and the development of an updated curriculum map and assessment plan. This remains an ongoing item for further discussion and will be described at greater length below under Standard 5.

1.1.3 Describe the public service values that are reflected in your Program's mission. (Limit 250 words)

Five public service values are part of the program's statement of mission and goals:
• 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.

1.2 Performance Expectations: The Program will establish observable program goals, objectives and outcomes, including expectations for student learning, consistent with its mission.

Self-Study Instructions:

1.2.1 Please identify the major PROGRAM goals as they relate to your program's mission within the categories specified below. Be certain that at least a subset of these program goals identify the public service values identified in 1.1.3.

Note: If the program finds it easier to respond to Standards 1.2 and 1.3 outside of the framework of this template, it may instead upload a free-standing narrative response that addresses the questions.

Please link your program goals:
- to your mission's Purpose and Public Service Values.
- to your mission's Population of students, employers, and professionals the program intends to serve.
- to the contributions your program intends to produce to advance the knowledge, research, and practice of public policy, affairs, administration.

The USF MPA program goals are explicitly linked to the mission and public service values our students, faculty, and community stakeholders share through the published Mission Vision and Values Goals statement with its Preamble on the Program's Mission web page (https://www.usfca.edu/management/graduate-programs/public-administration/mission-and-goals)

Our program's 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.

The program's goals:
- Educate students to be compassionate and effective leaders who humanely manage public organizations.
- Prepare students to initiate and facilitate interactions between government, for-profit, and nonprofit sectors to provide ethical and workable solutions to societal needs.
- Create a collaborative environment of excellence in instruction, research, and service.
- Translate research into effective practices and achievable, humane policies.
- Prepare students to determine, collect, and analyze the evidence appropriate and essential for implementing public service strategies.

Link between these goals and the program's purpose and public service values:

These goals serve the USF MPA mission's purpose for our faculty to be partners in our students learning and to assure the capacity of our graduates to lead their communities as men and women for others. Our students are diverse but the diversity in their communities is even greater, as all our students are at minimum well-educated, can read and write English fluently, have stable living situations, and do not face the same daily challenges of "the most vulnerable among us". As an in-service MPA program, our students are daily working on the needs of their communities and constituencies who may range from the most affluent to the most distressed; this work requires our students to be accountable to the public and to act with integrity. Our mission requires our faculty to engage with students in the classroom on current questions and issues within their workplaces and communities through study of public administration literature and cases that allow them to explore questions and increase their leadership capacity. We refer to our curriculum as challenging because we select a very diverse range of students each year, some of whom have come into their current public service careers with mixed preparation but are ideal for our program based on their current community responsibilities and their personal desire to work for social justice as expressed in the application packet statement of purpose. Our students learn from their first contact with the school that the faculty is there to accompany them on their learning experience; this is the essence of education in the Jesuit tradition.
We state in our mission that we prepare students for public leadership by advancing a challenging curriculum while pursuing complementary research. Although USF is historically a teaching focused institution, over the past two decades USF has adopted a stronger culture of faculty research. While faculty have full academic freedom, we encourage faculty to bring that research directly into the classroom, and make it a complement to the public administration general body of knowledge students might be expected to cover in any particular class. Some faculty also work with students on major student research projects, which are applied to

students' current work or community interests. In this regard, the students are meeting the mission of "...transforming learning into acts of consequence to serve our communities, especially the most vulnerable among us."

Link between these goals to the program's population of students, employers, and professionals:
Our students work in local, state, and federal government, as well as nonprofit organizations. Students in the private sector mainly are working in private sector schools and healthcare settings. They share a passion for social justice, often developed through their personal histories. The employers of these student are seeking well educated and prepared employees of public sector agencies or public sector partners, who also mirror the diversity of the communities. Our advisory board consists of public and private sector managers at local government agencies and healthcare organizations as well as alumni who advise us regarding our mission and our curriculum goals to assure they remain relevant. Students seek the body of public service expected knowledge that provides them with the demonstrated competencies to advance in their agency or successfully seek more influential positions in related agencies. In a community and state where so many different backgrounds and expressions of personal identity can be found, students need strong collaboration skills and the capacity to create collaborative environments. The program goal for excellence in academic programs, teaching, research and student services may appear on the surface program-focused rather than student-outcome oriented, but this goal is essentially recognizing that our students, while career professionals outside USF, come with expressed limitations and aspirations and interests that we will be working collaboratively with them to meet.

Link between these goals to the program's contributions your program intends to produce to advance the knowledge, research, and practice of public affairs, administration:

Two goals specifically address this link: the goal to present a challenging curriculum, and the goal to transform learning into actions that serve our communities. The research work of faculty is brought into classes. Student research projects are applied in their working environments or into their communities, whenever they develop projects in partnership with community agencies. USF faculty work within the broader community of public administration scholars, as editors, reviewers, authors, and presenters at conferences throughout the US and overseas to advance the knowledge and practice of public affairs and administration. We are unabashedly a public management focused program, and so we see as the ultimate indicator of the contributions to the practice of public affairs and administration the success of our alumni in their communities.

1.3   Program Evaluation: The Program will collect, apply and report information about its performance and its operations to guide the evolution of the Program's mission and the Program's design and continuous improvement with respect to standards two through seven.

Strategic management activities should generate documents and data that are valuable to the

Program and to the profession. All processes for defining its mission and strategy, and all processes for collecting and assessing information to evaluate progress toward achieving the program's objectives, should be described in this section.

<u>Self-Study Instructions:</u>

Analysis of information generated by these strategic processes that explain changes in the program's mission and strategy should be reported in this section. Programs should use logic models or other similar illustrations in their Self Study Reports to show the connections between the various aspects of their goals, measurements, and outcomes. The program should relate the information generated by these processes in its discussion of Standards 2 through 5 (how does the program's evaluation of its performance expectations lead to programmatic improvements with respect to faculty performance, serving students, and student learning). The program should explicitly articulate the linkage between Standard 1.3 and Standard 5.1 (how does the program's evaluation of its student learning outcomes feed into its assessment of the program's performance).

For those goals identified in Standard 1.2, describe what program performance outcomes have been achieved in the last 5 years that most reflect the Program mission and describe how the Program enhances the community it seeks to serve.

1.3.1 Please link your program performance outcomes
- to your mission's Purpose and Public Service Values
- to your mission's Population of students, employers, and professionals the program intends to serve.
- to the contributions your program intends to produce to advance the knowledge, research, and practice of public policy, affairs, administration.

The USF MPA program is strategically managed for shared leadership and continuous improvement. Leadership roles (program director, department chair and at the school level, associate dean) have rotated over the past five years to ensure that different MPA faculty members put each other's distinct, diverse, and fresh eyes to the questions and concerns of the moment and help all apply their various expertise to ensure longitudinal dialogue about program direction, assessment practices, program courses, our health services administration, opportunities for experiential learning, and student participation with MPA students elsewhere through formal support for conference participation and similar activities.

As a principally in-service MPA program, our students contribute with their increased competency to the practice of public administration, as evidenced after graduation by their individual careers, community engagement and similar successes. While students at USF, they demonstrate growing competency through self-reflection (ranging from reflection papers to pre/post class surveys), typical course products (term papers,

examinations), and opportunities to apply learning to the particular challenges of their workplaces through individual and group projects.

In considering how USF's MPA program can uniquely contribute to excellence in education for the public sector, we look each year at current activities and build on them as opportunities occur. Over the past five years, among other actions, the program's outward-facing activities have included hosting the Social Equity Leadership Conference, a curricular change that has enabled students to participate in refugee work overseas, hosting Law Enforcement Leadership symposia where each year a different topic brings together several hundred local, state and regional leadership (violence against women, changes in law enforcement due to accountability technologies, trust, use of force, and community engagement.) We also have national visibility on new livable cities initiatives and transportation.

Our academic tradition is Jesuit, whose characteristics include striving for the *Magis* (more or greater than the anticipated outcome); promoting critical inquiry; pursuing diversity (all are welcome, and all are taught with context, attention to time and place); instilling leadership in service; and promoting justice. Our program's mission, vision, values and goals derive from our Jesuit heritage, and our community of students, faculty, staff, alumni, and community partners apply the public administration literature and competencies gained in the program to principally local issues in public management. Program faculty, students, alumni, and the university's leadership together work toward our mission to improve public leadership, transforming learning into actions that serve our communities, especially the most vulnerable among us, keeping our core public service values at hand: excellence, accountability, integrity, diversity and (foremost) social justice.

Our students and graduates, along with faculty and university leadership, demonstrate a clear and compelling relationship to the community of professionals outside of the university through their ongoing career success in public, voluntary, and private sector positions, serving on community boards and, where they have run, winning elected offices. Alumni continue to engage with the program as well as the community in numerous ways as references for students seeking career advancement, as part of the membership of our advisory board, and as guest speakers. Advisory board members also bridge the community and our students through board service; some have also taught classes in their area of expertise.

1.3.2 Describe ongoing assessment processes and how the results of the assessments are incorporated into program operations to improve student learning, faculty productivity, and graduates' careers. Provide examples as to how assessments are incorporated for improvements.

Faculty meetings have at least one agenda item each month related to our program's quality and overall effectiveness. Individual faculty or the program director will present issues and evidence and lead discussion on the overall curriculum or an element of the curriculum for which there is an evident concern or opportunity, and all discuss prospective changes to a course or the program might be warranted.

For one example, in the AY 2014-2015, changes to the program's structure and content were initiated after several years of proposed changes and development. The considered opportunities included:
- Revising the MPA program from 3-unit courses to 2- and 4-unit courses.
This facilitated faculty in other departments and graduate degree programs in the School of Management and the College of Arts and Sciences, with appropriate current expertise and expressed interest fitting an MPA course section into their faculty schedules. It also facilitated our faculty teaching in other graduate management degree programs, reducing the time for innovations from one field to diffuse into public administration practice.
- Increasing the amount of time for certain curriculum to be covered allowing for extra time for students to demonstrate competencies.
Students take two courses per semester. The 3-unit courses were initially comprised of seven 4-hour evening classroom sessions; students would complete one course and then take the other in sequence within the constraints of USF's academic calendar. Once the program started offering the MPA on Saturdays, students would take two courses on the same day. This led to the potential of 4-unit courses that are offered in tandem (morning and afternoon same Saturdays) over several months.
- Removing the so-called capstone course to free space in years 1 and 2 for more comprehensive coverage or reinforcement of key materials.
Faculty found the capstone course on occasion served the purpose of checking for and addressing content and learning gaps from students' two years of study. Rather, it was agreed that any first year gaps noted in the capstone should instead result in changes to first year courses to add more material on topics; for instance, a drive for "diversity across the curriculum" meant it is preferable if several first year courses have at least one reading or other element involving diversity and inclusion, and catch any weakness in the first year, rather than assuming earlier courses covered this and then using the second year capstone case to confirm earlier learning. First and second year courses were given more time through the removal of the capstone yielding classroom hours that were reallocated in the shift from the 3- to 4-unit curriculum, allowing students more opportunities for smaller experiential learning projects and activities in both years rather than a solitary high-stakes major project.
- Creating a 2-unit elective requirement.
Faculty often saw students trying to shoe-horn into the required curriculum and time to graduation a course or two from a related graduate degree program. For instance, a student might attempt a public health class, an environmental science class, or an overseas immersion experiential course. A space for an elective course addressed this

issue, and also allowed the program to offer one of a set of courses during the long holiday break from the ordinary student schedule.

As a result, the entire curriculum was reconstituted from 13 3-unit courses (39 units, completed in 27 months) to 9 4-unit courses and one 2-unit elective (38 units total, completed in 21 months).

The new curriculum applied to new cohorts. For cohorts who started under the 39-unit model, the program continued to taught per the catalog at initial matriculation. To assure all students meet same learning outcomes and all gain some advantage from the innovations of the new curriculum, faculty taught in both programs and updated the old curriculum with new modules where appropriate.

Standard 2. Matching Governance with the Mission

2.1 Administrative Capacity: The program will have an administrative infrastructure appropriate for its mission, goals and objectives in all delivery modalities employed.

Self-Study Instructions: In preparing its SSR, the program should

A. Indicate relationship of the program to the institution
In a School of Business

B. Indicate Modes of Program Delivery
In Person Instruction with online coursework available
Completely online (students never have to come to campus)

2.1.1   Define program delivery characteristics. If the program has multiple forms of delivery, please identify how the following elements are differentiated: curriculum, curriculum design, degree expectations, expected competencies, governance, students and faculty. (Unlimited)

The USF MPA was established and continues as an in-service program, where early- and mid-career students pursue graduate-level public service education.

The MPA is offered on the main campus (on ground) with a cohort based program. The program is also offered fully online.

Reported numbers from the Self Study Year SSY report also include data on the delivery of second year courses at our Sacramento regional campus, where the last cohort of MPA students completed May 2018. We neither recruited nor started a first year cohort in Sacramento during the Self Study Year. We have no current plan to re-introduce the program in a classroom setting beyond our San Francisco campus location. As of academic year 2018-2019, we offer the fully online MPA program and an in-person on ground program at the University's downtown San Francisco campus. Students in either online or on campus programs have the option to take zero, one, or more courses in the

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other modality, and faculty teach in both modalities, but most students start and complete the program within the modality where they began.

The on ground program consists of 38 semester units: nine 4-unit classes and one 2-unit elective, and can be completed in 21 months with students attending fall, spring, and summer semester in year one, and fall and spring semesters in year two, with one intersession (winter break) elective course.

The online program consists of 39 semester units: thirteen 3-unit classes, and can be completed in 24 months with students attending fall, spring, and summer courses, two per semester in the first four semesters, three in the fifth semester, and two courses in their last semester; alternatively it can be completed in 27 months taking two courses each semester (approximately a quarter of our Online MPA students opt for this longer but more evenly paced time frame.) While online students may "see" many of the same students in their courses, the 39-unit curriculum does not operate as a cohort beyond the first semester.

Each on ground course consists of ten 4-hour classes sessions, plus two 4-hour online sessions. Each online course consists of eight modules, each designed to be completed as equivalent to a 4-hour in person class and 8-hour of outside student work.

The 39-unit curriculum immediately preceded the transition on ground to 4-unit classes; the transition from 3-unit courses to four unit courses is described in 1.3.2 above.
The online curriculum begins a transition to the 4-unit model beginning with the cohort starting in Fall 2019. Students matriculating online prior to Fall 2019 will take the full series of 3-unit classes to meet the requirements of the program as presented in the university catalog at the time of their matriculation.

The program design and delivery model is reflective of current developments in the field of public administration and those of adult education based on the learning styles and needs of working adults, who function in management environments of public, nonprofit, and for-profit sectors. A typical MPA student is an entry-level or mid-level administrator with several years of work experience in a public service position in the public or voluntary sector. Students who work in the private sector mainly work in private firms with public service roles: private schools (K-12 and universities), privately-owned health care firms; publicly traded utilities operating under public service regulatory oversight; private firms who consult or partner across sectors; and similar organizations. These students have experience with some of the external and internal environmental pressures on contemporary organizations and appreciate the opportunities of the cohort model, which incorporates a number of group-based processes and projects, and which challenges students to develop basic skills of managing teams as well as being a productive and cooperative team member. Almost every course is designed or originated as an interactive seminar and combines elements of a faculty-driven overview, focused in-class and online discussions, current issues or

case-studies based on team work both in-class and outside of the classroom, class debates and simulations, and some field work that can be accomplished within their current organizations or through reaching out to a local agency of a student's choice. A typical course assessment structure consists of analytical and essay-based term papers, individual and group-based oral presentation assignments, exams and quizzes, case-study-analysis-based graded assignments, graded overall in-class and online participation.

On ground MPA students currently take all but two courses together as a cohort in the prescribed sequence on the main campus (and until its conclusion in May 2018, at one of the regional campuses). Online MPA students take their first two courses together as a cohort and then join together with students in other courses. In the first spring semester, students opting for the health care administration (HSA) concentration break off for two emphasis courses. The health care administration courses are not offered online; any Online MPA HSA students take the two required courses for their 39-unit curriculum in San Francisco. (As the Online MPA curriculum transitions to the 4-unit curriculum, the HSA courses are scheduled to be added to that modality.) The Online MPA sequence culminates in the capstone experience of PA 650 (Integrative Seminar), which houses the comprehensive case studies as described in the section on Standard 5.

The MPA program reflects the university's commitment to educate civic leaders who can play a key role in improving society and in caring for its most vulnerable members. The MPA curriculum is congruent with current developments in public administration theory and practice, and expected student learning outcomes parallel the required universal competencies outlined by NASPAA (fostering in students the ability to lead and manage in public governance; to participate and contribute to the policy process; to analyze, synthesize, think critically, solve problems, and make decisions; to articulate and apply a public service perspective; and to communicate and interact productively with a diverse and changing workforce and citizenry.) The MPA mission centers on producing knowledgeable, engaged, reflective, and skilled graduates prepared for public service leadership.

In the fall of 2010, the MPA program was selected by the university's leadership team to become one of the first two programs in USF's history to also be offered in an online modality. Over the next two years, staging for a program launch in academic year 2012-2013, MPA program faculty received modality support from an online education partner with experience in online learning and educational technologies. This process took the USF MPA curriculum and developed an online delivery model. The model by intention sought to replicate as closely as feasible the then-current solely face-to-face content, curriculum, and faculty/student discursive mode. The Online MPA has been offered as of 2012-2013 academic year. The Self Study Year was the first year that the ARY-5 cohort included the Online MPA students. Launching the Online MPA program required support from MPA faculty with pedagogical interest in the online program delivery format, and course curriculum development shared across all the faculty. The MPA

program delivered online mirrors the face to face program, with shared mission, vision, goals, learning outcomes, and curriculum. It follows the admissions process and its students share the same expectations, expected competencies to be demonstrated, same governance, and for the most part the same teaching faculty.

The online modality serves two groups of students: the first group has work/life scheduling that precludes their ability to take Saturday classes. The second group is geographically dispersed more widely, including outside the state of California. Both groups are professionally diverse, motivated by our social justice mission or with prior experience at the University of San Francisco or other Jesuit Catholic institutions. The curricular design completes the degree requirements in manageable segments (an average of 6 units per semester), with clearly articulated and effectively measured series of tasks within an asynchronous online environment. With the exception of the first-semester foundational and the last-semester summative courses, the course sequence is flexible (course "carousel" model), and allows students to plan and advance their learning according to their availability and capacity.

2.1.2   Who is/are administrator(s) and describe the role and decision making authority (s)he/they have in the governance of the Program. (Limit 500 words)

Since 2009 the Master of Public Administration program has been administratively housed in the School of Management. The faculty for the MPA is principally drawn from the School's Department of Public and Nonprofit Administration, though the program may also draw faculty from other departments at the School and has a long connection with faculty in certain majors in the College of Arts and Sciences. The PNA department chair and the MPA program director work closely together; indeed, in the last ten years there have been several points when due to retirements and similar changes both roles have been held by the same person. Generally, however, the two roles have been distinct. The role of Department Chair is elected; the role of Program Director is a Dean's appointment, in consultation with department and program faculty. Both the MPA program director and the PNA department chair have reporting relationships with the Dean's Office. The Dean holds a monthly department chair meeting and a separate monthly meeting with program directors. Department chairs also sit on the School's governance committee. The MPA program has its own operating budget as does the PNA department. The program director works closely with the department chair in scheduling courses and faculty. The chair of the Department of Public and Nonprofit Administration is a fulltime member of the faculty, and the chair and the program have support services from a program assistant while drawing on other program support personnel for special events as needed. The Online MPA has additional support from a program faculty member who serves as Associate Online MPA Program Director, and another PNA department faculty member serves as Coordinator of the Health Services Administration specialization, working closely with the MPA Program Director.

Catherine Horiuchi has served as MPA program director since 2015, after serving as Associate Dean for the school from 2011 to 2014. Tony Ribera has served as Department Chair since 2015. Previous program directors and chairs still teaching in the MPA include Larry Brewster, Richard Callahan, and Richard Greggory Johnson. As program director, Professor Horiuchi contributes items to monthly department meetings and chairs the *ad hoc* SSY/SSR bi-weekly program sub-committee meetings, assigns and schedules fulltime and part-time faculty for MPA courses, mediates faculty and student concerns related to the program, and reviews graduate student applications. All applications are reviewed by two members of the faculty (one being the program director) and one admissions staffer. The MPA program director also meets bi-weekly with admissions and student support staff to ensure a more holistic view of students from initial inquiry to graduation.

2.1.3   Describe how the governance arrangements support the mission of the Program and match the program delivery. (Limit 250 words) Programs may upload an organizational chart if helpful in describing their university or college governance structures.

The governance structure of the university and the school support achievement of the mission and program delivery. Formal hierarchical structures guide the flow of information and decisions to and from university leadership to and from the school and up and down to the department and program. Long-term informal relationships also exist allowing the program director, the department chair, and the faculty many additional opportunities to showcase the MPA and advance its mission. Three examples of university and school support for program decision-making and governance follow.

Rethinking the decades-long use of satellite campuses to expand the University of San Francisco's regional impact contributed to the development and continuity of the Online MPA. Program faculty have become more adept at online curriculum development and delivery, working with university leadership, information technology and student services towards better support for online students.

The university and school support the MPA program and its faculty in co-curricular initiatives, including a public lecture series ("Change the World from Here"), two national conferences (SELC and PA Theory Network), and its annual law enforcement leadership symposiums. A sustainable management institute is under review which will initially involve an elective for MPA students.

The governance structure supports program faculty. One faculty member has a service release as the Health Services Administration (HSA) concentration Coordinator, one receives a stipend as associate director for the Online MPA, one part-time faculty is a member of the University's Preferred Hiring Pool. The school has maintained full-time faculty lines after retirements, resulting in the

> recruiting and appointment of two new faculty in the past two years.

2.2 Faculty Governance: An adequate faculty nucleus—at least five (5) full-time faculty members or their equivalent—will exercise substantial determining influence for the governance and implementation of the program.

There must be a faculty nucleus whom accept primary responsibility for the professional graduate program and exercise substantial determining influence for the governance and implementation of the Program. The program should specify how nucleus faculty members are involved in program governance.

Self-Study Instructions: In preparing its SSR, the program should:

Provide a list of the Nucleus Program Faculty: For the self-study year, provide a summary listing (according to the format below) of the faculty members who have primary responsibility for the program being reviewed. This faculty nucleus should consist of a minimum of five (5) persons who are full time academically/professionally qualified faculty members or their equivalent at the university and are significantly involved in the delivery and governance of the program.

When completing the Self Study Report in the online system programs will enter a sample of five faculty members and their corresponding data individually (under Standard 3). These data will then populate the tables located below and those listed in standard 3 in the Faculty Reports section of the online system. This will allow COPRA to collect all the faculty information requested without programs having to re-enter the same data in multiple tables.

FACULTY NUCLEUS & GOVERNANCE

Please note the total number of nucleus faculty members in the program for the Self Study Year.

2.2.1a
9

Please note the total number of instructional faculty members, including both nucleus and non-nucleus faculty, in the program for the Self Study Year.
2.2.1b
20

Provide the following information for no fewer than 5 Nucleus Faculty members of your choosing

2.2.1 Name	Faculty Nucleus Qualification	Degree	How Involved in program (check all that apply)
	Drop Down Academically Qualified Professionally Qualified	Drop Down Ph.D. DPA MPA MA MS JD Other	Teaching Governance Public Affairs Research Community Service

FACULTY NUCLEUS & GOVERNANCE

2.2.1 Name	Faculty Nucleus Qualification	Degree	How Involved in program (check all that apply)
Callahan, Richard F.	Academically Qualified	DPA	Teaching Governance Public Affairs Research Community Service
Horiuchi, Catherine	Academically Qualified	DPA	Teaching Governance Public Affairs Research Community Service
Johnson III, Richard G.	Academically Qualified	DPA	Teaching Governance Public Affairs Research Community Service
Ribera, Anthony D.	Academically Qualified	Ph.D.	Teaching Governance Public Affairs Research Community Service
Riggs, William (Billy)	Academically Qualified	Ph.D.	Teaching Governance Public Affairs Research Community Service

2.2.2a Please provide a detailed assessment of how the program's faculty nucleus exerts substantial determining influence over the program. Describe its role in program and policy planning, curricular development and review, faculty recruiting and promoting, and student achievement through advising and evaluation.

Program faculty exerts substantial determining influence over the program, as follows. Nucleus faculty members work through the school's standing committees and the department where they reside. Individual members of the nucleus faculty sit on each of the standing committees

(governance, curriculum, planning) and on the USF faculty association policy board as well.

In policy and program planning, two members of the Department of Public and Nonprofit Administration have co-chaired the school's strategic planning committee in the past five years. The school, formerly known as the School of Business and Professional Studies, now is known as the School of Management, a recognition of its intent to provide students with management studies across the spectrum of public, private, and nonprofit sectors.

For governance and influence within the program, the Department of Public and Nonprofit Administration is the primary mechanism for shared governance beyond the role of the MPA Program Director.

In curricular development and review, the department routinely discusses at faculty meetings ideas from nucleus faculty on continuous improvement of the program's curriculum to best meet the needs of our students, their employers, and our communities. The sources and impetus for curriculum change are diverse: faculty or student research, current events, inquiries from the community, innovations and ideas from editorial work or scholarly meetings. Faculty propose changes which are discussed in the department, and these go to the graduate curriculum committee of the school prior to adoption and revision of the USF catalog. Any significant change to the curriculum results in a review of how the proposed changes impact the overall achievement of program goals. An example of this is the recent changes in our Health Services Administration (HSA) specialization, where students take the majority of their courses with students without the specialization. Desire for more specificity for the HSA students in several of those classes resulted in change of content and assignments directed to the specific interests and needs of the healthcare sector adapting to shifts in policy, funding, and delivery.

In faculty recruiting and promoting, members of the nucleus faculty have limited but substantial determining influence. The number of students in any given semester in the program has fluctuated somewhat over the past decade due to changes in the delivery modalities (start of the Online MPA; teaching out of the program in the regional campuses) and due to curriculum changes over the past decade as well (from 36 units to 39 units to 38 units at present, taught over a typical time of 24 months, 27 months, and 21 months respectively). Student enrollment is a primary driver for new faculty lines. There have been retirements at the school and other changes in faculty that also directly and indirectly impact the total number of fulltime faculty in the department and teaching in the program; need for certain faculty expertise in the MPA is also a driver of new or replacement faculty lines. The nucleus faculty of the program discuss at faculty meeting the impact of these changes on the program, and the department chair each year makes a recommendation to the dean regarding faculty needs for the program, which might involve a request for tenure track or term fulltime faculty.   The program director works with the faculty chair to develop any fulltime faculty request and to draft position descriptions for any search that is approved. Draft documents are circulated to department faculty prior to submittal to the dean's office who works with the university's human resources unit to post them. Program faculty serve as chairs to any search. In both the

SSY and SSY-1, the program requested replacement of retiring faculty with new tenure-track faculty and successfully filled those positions. In regards to tenure and promotion, members of the program nucleus in the past have served on the school committee. The university's promotion and tenure process is driven by the faculty association's collective bargaining agreement. A member of the nucleus faculty holds an elected position on the faculty association's policy board as well.

In student achievement through advising and evaluation, the program believes student achievement begins at first enrollment and so the faculty is involved in recruiting and admissions as well as student services. The program director reviews completed applications for admissions, and has a second reader of files from the program faculty. Admissions and student services staff have a bi-weekly meeting together with the program director, to better assure the incoming student population is prepared to succeed in the graduate program curriculum and in their careers. Faculty consult with the program director and student services when student progress slips or other challenges to success arise. A formal academic probation process results in student progress being evaluated each semester, so that student issues that impede progress are addressed well in advance of academic disqualification. The School of Management offers a subset of student support services targeted to MPA and other graduate management students: additional student support services are available at a university level. School of Management staff provides student advising and career services; reviews student progress (grades, degree progression) and work with students who are off track and need an alternate path to graduation than normative time; publishes information and invite graduate students to events at the School; hosts special events for the MPA program; and works with current graduate students to link them to incoming students and applicants interested in meeting current students. University-level staff student supports include research librarians available to run workshops or meet with students individually; counseling and psychological services; learning, writing, and speaking centers for academic skills coaching; disability services; and computer labs and technology assistance.

2.2.2b Please describe how the Program Director exerts substantial determining influence over the program. Describe his or her role in program and policy planning, curricular development and review, faculty recruiting and promoting, and student achievement through advising and evaluation.

The position of MPA Program Director is a three-year appointment by the dean, as advised by the department chair and the program faculty. The MPA Program Director and the dean and the department might choose to extend that appointment, but it is designed to be a limited term of service that is rotated across interested faculty. The appointment includes course release with the expectation that meeting all required responsibilities of the MPA Program Director will require substantial commitment of time. During this appointment, the program director exerts substantial determining influence over the program, concurrent with an expectation that the program director has a comprehensive knowledge of the MPA program. The program director works with the department chair, the Dean's office, and School of Management committees on matters related to success of the MPA program. The program

director also is responsible for significant informal and non-hierarchical connections with the University's academic leadership (Provost's office) on subject matters related to the MPA, particularly around NASPAA accreditation and the Online MPA, two areas of differentiation from other graduate programs.

Monthly department meetings are one venue for routine policy and planning discussion led by the MPA program director. The program director also manages program-related matters through his or her creation of department ad hoc and longer-term subcommittees, such as search committees or the Self Study Year committee. While any faculty member can propose a curriculum change related to his or her area of subject matter expertise, these too are discussed with the program director in advance and processed through the department and school committees as well to assure all program mission and learning goals remain fully addressed in the curriculum. Further, the MPA program director holds a lead role in assuring the curriculum addresses program mission and NASPAA initiatives, such as a drive for "diversity across the curriculum" where absent a program director's substantial influence, it might be possible for each of a discrete set of faculty members to assume another course would handle a program mission-related topic and thereby reduce the program's ability to meet its mission.

Some administrative and student affairs functions and decisions are centralized in the school or with university leadership, not distributed to departments and programs. Program director and department chair meetings are one vector for advising upward, as are individual meetings with deans or other management staff. On MPA program-specific issues, the MPA program director and the department chair are offered and utilize secondary opportunities to inform and advocate for the program's interests.

Please use the box below to provide information regarding how the program defines "substantial determining influence" in the program and any qualifying comments regarding faculty governance. (Limit 250 words.)

2.2.3 Faculty Governance Comments

The MPA program defines "substantial determining influence" as follows:
- The program – through the Department Chair, the MPA Program Director, and the program's nucleus faculty – determines the academic and programmatic resources required and receives support from the School and University to gain those resources.
- The program confirms with the Dean's Office the program's planned activities and teaching each academic year and also advises outward and upward how resources outside the program's own resources can be allocated to meet the academic and programmatic goals of the program.
- The MPA program confirms its degree requirements each year and participates in school and university committees to formally modify the program as needs of its students and communities change.
- The MPA program determines in consultation with the school and university's overall goals the incoming class of students admitted each year, and how its students are

advised and evaluated.
- The MPA program conducts program faculty searches, is active in the university's faculty union and all elected and appointed committees responsible for school governance, faculty promotion and tenure, and curriculum.
- The MPA program seeks university and school resources adequate for assuring faculty performance, collectively and individually, for its full-time and part-time teaching faculty.

Standard 3 Matching Operations with the Mission: Faculty Performance

3.1   Faculty Qualifications: The Program's faculty members will be academically or professionally qualified to pursue the program's mission.

Self-Study Instructions:

The purpose of this section is to answer the question "Does the program demonstrate quality through its decisions to hire appropriately trained and credentialed faculty that are both current and qualified?" While the use of practitioners with significant experience may be warranted, the extent of their use within the program must be mission driven. This section also addresses how faculty qualifications match coverage of core and program competencies and, by extension, program courses. (See also Page 44 of Appendix A)

3.1.1. Provide information on 5 of your Nucleus Faculty who have provided instruction in the program for the self-study year and the year prior to the self-study. (Data repopulated from previous tables where available).

Special Note: When completing the Self Study Report in the online system, programs will enter each faculty member and their corresponding data individually (under Standard 3). These data will then populate the tables located below and those listed in standard 3 in the Faculty Reports section of the online system. This will allow COPRA to collect all the faculty information requested without programs having to re-enter the same data in multiple tables.

Name	Rank	Tenure Status	Full or Part time	Type of Qualification	Highest Degree Earned	Demonstrate their Academic or Professional Qualifications

	Drop Down	Drop Down		Drop Down	Drop Down	Drop down menu (select all that apply)
	Professor Associate Prof Assistant Prof Senior Lecturer Lecturer Research Prof Clinical Other	Tenured Tenure track Non-tenure Other		Academically Professionally	Ph.D. DPA MPA MA MS JD Other	-This faculty member has received their PhD within the last five years -Publishes in area of program responsibility -Attends annual conferences and/or workshops associated with area of program responsibility -Provides community or professional service in the area of program responsibility -Is currently or previously employed in field associated with area of program responsibility -Maintains professional certification in area of program responsibility -Other

Name	Rank	Tenure Status	Full or Part time	Type of Qualification	Highest Degree Earned	Demonstrate their Academic or Professional Qualifications
Callahan, Richard F.	Professor	Tenured	Fulltime	Academically Qualified	DPA	Publishes in area of program responsibility Attends annual conferences and/or workshops associated with area of program responsibility Provides community or professional service in the area of program responsibility Is currently or previously employed in field associated with area of program responsibility
Horiuchi, Catherine	Associate Professor	Tenured	Fulltime	Academically Qualified	DPA	Publishes in area of program responsibility Attends annual conferences and/or workshops associated with area of program responsibility Provides community or professional service in the area of program responsibility Is currently or previously employed in field associated with area of program responsibility
Johnson III, Richard G.	Professor	Tenured	Fulltime	Academically Qualified	DPA	Publishes in area of program responsibility Attends annual conferences and/or workshops associated with area of program responsibility

						Provides community or professional service in the area of program responsibility Is currently or previously employed in field associated with area of program responsibility
Ribera, Anthony D.	Assistant Professor	Non-tenure Track	Fulltime	Academically Qualified	PhD	Publishes in area of program responsibility Attends annual conferences and/or workshops associated with area of program responsibility Provides community or professional service in the area of program responsibility Is currently or previously employed in field associated with area of program responsibility
Riggs, William (Billy)	Assistant Professor	Tenure Track	Fulltime	Academically Qualified	PhD	Publishes in area of program responsibility Attends annual conferences and/or workshops associated with area of program responsibility Provides community or professional service in the area of program responsibility Is currently or previously employed in field associated with area of program responsibility

3.1.2 Provide your program's policy for academically and professionally qualified faculty and the mission based rationale for the extent of use of professionally qualified faculty in your program. If you have any faculty members who are neither academically nor professionally qualified, please justify their extent of use in your program. Please see the glossary for definitions of academically and professionally qualified. (Limit 500 Words)

The MPA program's policy for academically and professionally qualified faculty is also used for all faculty in the School of Management, and follows earlier work from the Faculty Qualifications Task Force to ensure faculty at the School meet academic and professional standards for all accreditors, in support of student learning and mission. More than 20 examples of faculty qualifications from management schools and Jesuit institutions were reviewed, multiple drafts circulated, faculty surveyed, external reviewers consulted and multiple faculty open discussion sessions held before the standards were approved by the school's Faculty Governance Committee and circulated to faculty for final approval, and adopted in April 2017. Two senior members of the Department of Public and Nonprofit Administration completed in 2018 a PNA Faculty Qualification Assessment project reviewing and confirming qualifications of the department's faculty. Qualifications criteria ([attached]) are consistent with comparable programs with a professional preparation teaching mission,

and balances teaching, research, and service in compliance with the faculty association's collective bargaining agreement. Faculty members are "scholarly academic" qualified if they have published two peer-reviewed journal publications plus earning two additional points for intellectual or professional work within the preceding five years. Faculty with academic qualifications who maintain currency with professional and scholarly contributions, other than peer-reviewed journal publications, are designated academically qualified as "practice academic". Faculty members update their professional and intellectual activities for review annually. As of the summer of 2018, all nine of the nuclear faculty are considered academically qualified, seven of the nine nucleus faculty are academically qualified "scholarly academic" and the other two nucleus faculty members are academically qualified "practice academic". All part-time faculty members are academically or professionally qualified. The research commitment of the faculty is congruent with the mission of the MPA program to pursue "complementary research, transforming learning into acts of consequence to serve our communities, especially the most vulnerable among us," and USF's *Vision, Mission, and Values Statement,* which advocates "high quality scholarship and academic rigor sustained by a faith that does justice."

Provide the percentage of courses in each category that are taught by nucleus, full-time, and academically qualified faculty in the self-study year. Please upload a separate table for each location and modality, if appropriate. The total across all rows and columns will not add to 100%.

For programs with multiple modalities, complete the first table in aggregate. Then, using the *+Add new Delivery Modality breakdown* button, create a new table for each modality at which the <u>entire</u> degree may be completed. For example, if the program has students enrolled in three modalities: main campus, an additional satellite campus, and online, Table 3.1.3 would be completed 4 times: the first table reflecting aggregate data (for all 3 modalities), the second table reflecting only main campus faculty data, the third table reflecting only satellite campus faculty data, and the fourth table reflecting only online faculty data.

Aggregate

3.1.3	N=	Nucleus Faculty (%)	Full Time Faculty (%)	Academically Qualified (%)
All Courses	54	59 %	65 %	69 %
Courses delivering required Competencies	54	59 %	65 %	69 %

Main Campus

3.1.3	N=	Nucleus Faculty (%)	Full Time Faculty (%)	Academically Qualified (%)

All Courses	12	83 %	83 %	92 %
Courses delivering required Competencies	12	83 %	83 %	92 %

Online

3.1.3	N=	Nucleus Faculty (%)	Full Time Faculty (%)	Academically Qualified (%)
All Courses	37	54 %	62 %	68 %
Courses delivering required Competencies	37	54 %	62 %	68 %

Sacramento Regional Campus

3.1.3	N=	Nucleus Faculty (%)	Full Time Faculty (%)	Academically Qualified (%)
All Courses	5	40 %	40 %	20 %
Courses delivering required Competencies	5	40 %	40 %	20 %

Describe the steps and strategies the program uses to support faculty in their efforts to remain current in the field. (Limit 500 words)

3.1.4

- Remaining current in the field of public administration is essential to meeting the MPA program mission to "... prepare our graduates for public leadership by advancing a challenging curriculum while pursuing complementary research, transforming learning into acts of consequence to serve our communities, especially the most vulnerable among us." While acknowledging each faculty member has academic freedom to pursue research of interest, each is also expected to be aware of innovations and issues in public management and to hone their investigative talents and use research opportunities provided by USF to develop and publish or otherwise contribute to the body of knowledge of matters of public service practice related to the portion of the curriculum which they teach, and in service to the communities from which we draw our students. The MPA program faculty have considerable time and monetary resources

available to promote research productivity for faculty. These resources allow them opportunities to meet the program's mission of "complementary" research that informs classroom instruction, thereby helping students to develop an understanding of the relationship between instruction, research, and service and prepares them for their ongoing life of inquiry after graduation. Research streams on funding for prison arts, sustainable public transportation, social equity for homeless LGBTQ youth, and local government policy successes are among recent work by program faculty.

Fulltime faculty are members of a collective bargaining unit and the agreement allocates 20 percent of faculty time to research. Funding for research is allocated through the School of Management's Faculty Development Committee. Fulltime faculty have access to sabbaticals, either every seven years a traditional full-year sabbatical at 75% salary or a half-year sabbatical at full pay is available, "for the intellectual and academic enrichment of the faculty member and for the benefit of the University through improved teaching and scholarship." per the Collective Bargaining Agreement. Tenure-track faculty also have available a 4th year sabbatical. Faculty also have access to the university's Office of Contracts and Grants to develop sponsored projects; and can apply for Jesuit Foundation research grants. The School of Management's standing Faculty Development Committee allocates research funds twice a year, standard funding for all academic qualified faculty and supplemental funding requiring a brief application justifying the request. There is also a pool of research funds available to part-time faculty to support conference participation and similar initiatives. Research writing retreats are hosted by the school twice a year, along with one- and two-day research workshops. Program faculty have participated in nearly all research initiatives resulting in a steady number of mission-related and public service oriented research activities. In additional to individual and collaborative research projects resulting in presentations, articles, and book chapters, faculty are engaged with public service scholarship on editorial boards and serve as peer reviewers. Further, the School has supported the MPA program and PNA department initiatives to host research conferences at the University. This research commitment is congruent with USF's *Vision, Mission, and Values Statement,* which calls for "high quality scholarship and academic rigor sustained by a faith that does justice."

3.2   Faculty Diversity: The Program will promote diversity and a climate of inclusiveness through its recruitment and retention of faculty members.

Self-Study Instructions

The purpose of this section is to demonstrate that the program is modeling public service values as they relate to faculty diversity. Programs should be able to demonstrate that they understand the importance of providing students access to faculty with diverse views and experience so they are better able to understand and serve their clients and citizens.

Programs should be able to demonstrate how they "promote diversity and a climate of inclusiveness" in accordance with a strategic diversity plan, developed with respect to a program's unique mission and environment. The Commission seeks substantial evidence regarding programmatic efforts to promote diversity and a climate of inclusiveness, specifically demonstrable evidence of good practice, a framework for evaluating diversity efforts, and the connection to the program's mission and objectives. The program should upload its diversity-planning document on the Self Study Appendices page.

Upload your program's diversity plan as a Self Study appendix.

Complete the faculty diversity table for all faculty teaching in the program (with respect to the legal and institutional context in which the program operates):

Please check one: US Based Program ☒   Non-US Based Program ☐
Legal and institutional context of program precludes collection of diversity data ☐

US-based

3.2.1 a Faculty Diversity	FT		PT		Total
	M	F	M	F	
Black or African American, non-Hispanic	1	1	0	0	2
American Indian or Alaska Native, non Hispanic/Latino	1	0	0	0	1
Asian, non Hispanic/Latino	0	0	0	0	0
Native Hawaiian or other Pacific Islander, non Hispanic/Latino	0	0	0	0	0
Hispanic/Latino	2	0	0	0	2
White, non-Hispanic/Latino	4	0	10	2	16
Two or more races, non Hispanic/Latino	0	0	0	0	0
Nonresident alien	0	0	0	0	0
Race and/or Ethnicity Unknown	2	2	1	2	7
Total	10	3	11	4	28
Disabled	0	0	0	0	0

Non US-based

Using the drop down menu, first select a broad designation for each individual category, then provide a specific name for the category.
[Table for Non US-based program deleted.]

Describe how your current faculty diversity efforts support the program mission. How are you assuring that the faculty bring diverse perspectives to the curriculum? Describe demonstrable program strategies, developed with respect to the program's unique mission and environment, for how the program promotes diversity and a climate of inclusiveness.

3.2.2 Current Faculty Diversity Efforts

Cultural competency and respect for diversity in all its forms are essential values for the MPA program. As stated in our Diversity Plan, MPA coursework and the degree itself are instruments for social action by our students. The everyday lives of our faculty, staff, and students remind us that our communities represent people who speak dozens of languages, differ in their spiritual tenets, and have different political histories. Many among our faculty, staff, and students have experienced discrimination in their lives due to differences in race, ethnicity, gender, sexual orientation, disabilities, military background, and socio-economic status. Our faculty are active participants in community efforts to increase social equity, environmental justice, access to health care, and prison reform. While our MPA program has a somewhat diverse faculty, our faculty diversity efforts are hardly a demographic match for San Francisco and the Northern California region where most of our students live, with its large population of non-English-speaking and immigrant residents as well as a substantial LGBTQ population with strong activism at its heart. Some communities face hurdles in achieving their highest educational potential, limiting the pool of academically qualified faculty from which to draw traditional full-time faculty. We seek professionally qualified part-time faculty from these diverse communities also, but there is strong competition for the time and talents of our public service professionals in the Bay Area. We provide students an evolving and intentionally diverse community of scholars and practitioners beyond those on our fulltime and part time faculty through readings, speakers, events on campus and other activities that aim for students to experience "diversity across the curriculum."

MPA faculty members communicate diversity concepts and perspectives in multiple ways. First, students learn from a culturally competent faculty whose courses include readings from a range of authors who explore public administration topics with attention to gender, race, sexual orientation, social class and disabilities awareness. Students need to hear a range of voices, not merely a token representation, such as simply reading Follett in the organizational theory course on giving orders. Even in discussing Follett, faculty can put her intellectual contributions in their historical context and the professional challenges she faced. Second, our learning environment makes explicit an emphasis on social justice and diverse perspectives as a continuous stream throughout the educational experience. We do not isolate diversity and social justice into only one or two course offerings. For instance, in PA 711 (PA 611 for online students), the first course, students research demographic changes influencing public agencies, programs and budgets; public employee demographics and consequences to lack of representation from a diverse

population; and current public practices that mitigate or invite rather than systematically disadvantage certain demographics. Our distinctive PA 720 (PA 620 for online students) leadership ethics course provides anchors for mindful behaviors. Our policy and quantitative methods courses offer opportunities to research and present issues related to what gets measured and who sets the agenda. Last year's policy course focused on the decline of the middle class through the "gig economy," and discussed how innovations and manufacturing trends, such as automation, have disproportionately harmed certain vulnerable populations. This pattern of embedded diversity-oriented context is replicated across the curriculum by design and through regular faculty discussion. Third, students have opportunities to engage in experiential service provision within the rich diversity of citizens and organizations that comprise San Francisco; some also participated in a refugee services elective that travelled to Italy to work with the refugee stream from Africa and the Near East. Lastly, students engage with students different from themselves through events, student associations, and hosted activities. *U.S. News and World Report* ranks USF 6th in the nation for campus ethnic diversity. A core value for USF is "diversity of perspectives, experiences and traditions," and its top two strategic initiatives state that USF will "recruit and retain a diverse faculty of outstanding teacher-scholars and a diverse, highly qualified, service-oriented staff," and will "enroll, support and graduate a diverse student body, which demonstrates high academic achievement, strong leadership capability, concern for others and a sense of responsibility for the weak and the vulnerable." The efforts of the MPA faculty align strongly with this campus-wide effort.

Describe how the diversity of the faculty has changed in the past 5 years. (Limit 250 words)

3.2.3 In the past five years, the MPA full-time faculty has become slightly more diverse, through faculty retirements, departures, and new hires. Three members of the full-time faculty left, and two new members were hired. The faculty who retired were all male, and two were white. The faculty hired include one male who is also an American Indian, and one female who is white. The part time faculty has become slightly less diverse. Efforts to recruit a more diverse professionally qualified faculty could be improved. There is considerable effort to meet and recruit a more diverse part time faculty, but several who were approached this year were unable to make an entire semester's commitment that matched the needs of the curriculum. However, these persons generally agree to come to campus as guest speakers, in class, or in hosted lunches held immediately before or after class so more MPA students can participate.

3.3   Research, Scholarship and Service: Program faculty members will produce scholarship and engage in professional and community service activities outside of the university appropriate to the program's mission, stage of their careers, and the expectations of their university.

Self Study Instructions

In this section, the program must demonstrate that the nucleus faculty members are making contributions to the field and community consistent with the program mission. The object is not to detail every activity of individual faculty, rather to highlight for each of at least 5 nucleus faculty member **one** exemplary activity that has occurred in the last five academic years (this could be research, scholarship, community service or some other contribution to the field).

Provide <u>ONE</u> exemplary activity for 5 of your nucleus faculty members (and any additional faculty members you may wish to highlight) contribution to the field in at least one of the following categories: research or scholarship, community service and efforts to engage students in the last 5 years. (In this section you should provide either a brief description of the contribution or a citation if it is a published work).

3.3.1 Name	Research or Scholarship	Community Service	Efforts to Engage Students

Provide some overall significant outcomes or impacts on public administration and policy related to these Exemplary Efforts. (Limit 500 words)

3.3.2 (Listed in alphabetic order.)

Larry Brewster's research and program evaluations have contributed to securing new and ongoing state funding to reinstate California prison arts programs. Beginning in 2014, $8 million per year has been budgeted for fine arts programming in each of the state prisons. Professor Brewster also works with individual current inmates, arranging art presentations and advocating for the rights of inmates before state agencies.

Richard Callahan, a National Academy of Public Administration Fellow, co-edited the 2017 Taylor & Francis text, *Public Health Leadership: Strategies for Innovation in Population Health and Social Determinants*. He co-authored the influential 2014 *Public Administration Review* article, "Using Common-Pool Resource Principles to Design Local Government Fiscal Sustainability". His is also Editor-In-Chief of the *International Journal of Public Leadership*.

Catherine Horiuchi's work on tax increment financing is forthcoming in the second edition of Johnson and Kriz's widely-adopted book on financing and economic development. She holds a Superintendent's committee appointment to provide advice and accountability for a Local Control and Accountability Plan for an urban district serving over 40,000 K-12 students and their families. The majority of the families are minority (Hispanic/Latino plurality), and over 70% of the students are socially disadvantaged youth. As MPA program director, she ensures support for students wishing to advance their scholarship through participation at research conferences, and in 2018 she sent four students to the NASPAA-Batten Student Simulation Competition.

Monika Hudson is Director of the Gellert Family Business Resource Center and is actively involved with a variety of USF-sponsored service learning and immersion projects.

Richard Johnson co-authored the 2017 *Public Integrity* article, "A public ethics approach focused on the lives of diverse LGBTQ homeless youth." He arranged and hosted at USF the 2016 Social Equity Leadership Conference.

> Tony Ribera is Chair and Organizer of the Law Enforcement Leadership Symposium in San Francisco, an annual current issue symposium serving over 150 leaders of the first responders from communities across the West and beyond. Funds raised partially sponsor scholarships for students and support other initiatives.
>
> William (Billy) Riggs co-authored in 2018 "The TOD and Smart Growth Implications of the LA Adaptive Reuse Ordinance" in *Sustainable Cities and Society,* the first examination of the relationship of adaptive reuse ordinance and climate sensitive transportation policy. He also hosted the Autonomous Vehicles & The City Symposium in 2017 for policy makers, planners, designers, developers, and industry experts to discuss the role autonomous vehicles will play in shaping the urban environment, and to frame and develop policy around the topic of autonomous vehicles, particularly on land use and the social and economic implications of this technology.
>
> Incoming faculty member Alison Cohen co-authored the 2017 *Journal of Public Health* article, "Health issues in the industrial port zone of Marseille, France: The Fos EPSEAL community-based cross-sectional survey." She also has served as a pro-bono evaluator has provided services since 2008 in focus group and survey development and strategic planning for a Sonoma-based nonprofit that develops residential communities for autistic adults. Since 2014, she has advised the Udall Foundation on instrument development for a federal agency's education programs.

Standard 4 Matching Operations with the Mission: Serving Students

Self-Study Instructions:

In preparing its Self-Study Report (SSR), the Program should bear in mind how recruitment, admissions, and student services reflect and support the mission of the program. The program will be expected to address and document how its recruitment practices (media, means, targets, resources, etc.); its admission practices (criteria, standards, policies, implementation, and exceptions); and student support services (advising, internship support, career counseling, etc.) are in accordance with, and support, the mission of the program.

4.1   Student Recruitment: The Program will have student recruitment practices appropriate for its mission.

Self-Study Instructions:
In this section of the SSR, the program shall demonstrate how its recruitment efforts are consistent with the program's mission.

Describe the Program's recruiting efforts. How do these recruiting efforts reflect your program's mission? Demonstrate that your program communicates the cost of attaining the degree. (Limit 250 words)

4.1.1 Program Recruitment

The USF MPA mission emphasizes the preparation for public leadership through student mastery of a challenging curriculum including opportunities for students to study, report, and research on agency and community concerns, transforming learning into actions to improve our communities, especially for the most vulnerable among us. Most applicants hold fulltime positions in government or nonprofits and have leadership aspirations; private sector

applicants work in education or health care, two fields with a public service orientation. They are drawn to the USF MPA's substantial educational history and social justice mission. They also seek a school with faculty and staff that provide individual attention to student needs and aspirations. Applicants may work for or with current students or alumni, or members of the MPA Advisory Board. Program recruitment outreach thus incorporates visiting a range of forums where our prospective students work and live, and responding to inquiries from web-based search or referrals. We hold information sessions on campus about once a month. The program director and other faculty work with recruiters for clear messaging about USF's MPA program curriculum and its distinctions. Applicants learn about the demands of a working adult graduate education, including expected time commitment, rigor, and cost. Student support services are also described, as the program's mission brings in many applicants who are first generation college graduates. Although the MPA program's strengths, traditions of Jesuit learning, and improved career prospects are highlighted, program representatives are candid with prospective students regarding the level of commitment necessary to be successful in the program. The program's website, http://www.usfca.edu/mpa , describes many elements of the program and student experience, including cost.

4.2   Student Admissions: The Program will have and apply well-defined admission criteria appropriate for its mission.

Self-Study Instructions

In this section of the SSR, the admission policies, criteria, and standards should be explicitly and clearly stated, and linked to the program mission. Any differences in admission criteria and standards for in-service and pre-service students, gender-based considerations, ethnicity, or any other "discriminating" criteria should be presented and explained, vis-à-vis the program mission.

How do your admission policies reflect your program mission? Limit 250 words.

Applicants to the USF MPA program are drawn to our social justice mission. The program director works closely with admissions together with graduate student services so admissions staff understand what is required to be successful in the program. We have a set of baseline expectations (undergraduate GPA of 3.0 or higher, two years of professional experience, public service career growth aspiration, social justice orientation) but these are not hard-and-fast, as many in our student community are first in their generation to go to school. For students who do not meet the baseline, we first review their work history and current employment. The diversity of the Bay Area, and California at large, results in many first generation college graduates in public service careers working with disadvantaged communities similar to those of their own origin. In addition to the work history we may also request a supplemental essay that reflects on preparation concerns that offers other evidence that indicates the applicant will be able to perform as a graduate student and is capable of earning the minimum 3.0 GPA essential to graduate. We have noted an increase in students who are finding the program via web search, who might begin the application process before contacting anyone at the school. We then contact applicants to discuss our MPA program's mission and goals, and the elements in

the application that illustrate the likelihood that this MPA, rather than another, is among the best fit for the applicant. We encourage applicants to make a comparative analysis with other institutions and possibly other degree programs, depending on the applicant's expressed interests and demonstrated capabilities to succeed.

In the box below, discuss any exceptions to the above admissions criteria, such as "conditional" or "probationary" admissions, "mid-career" admissions, etc. and how these help support the program's mission. Also address whether or not there are "alternate" paths for being admitted to the program, outside of these admissions criteria, and describe what those alternative admission opportunities are. (Limit 500 words.)

We do not have "conditional" or "probationary" admissions. We have, however, admitted students who have not met baseline expectations. An application that is flagged might indicate an undergraduate GPA below a 3.0, or less than two years of professional experience (A typical admit with this type of admission flag might have an undergraduate GPA of 2.8, or only 20 months in professional experience over the past two years.) Many students (on ground and on line) have attended California community colleges and California state universities where 6-year graduation rates are below 50% and so have spent the past decade working to earn an undergraduate degree, and have transcripts from several colleges over this period with mixed performance. A decision to admit occurs when the prospective student, admissions staff, the MPA program director, and the second MPA faculty reader concur that the USF MPA program and its mission make ours a good fit for the student. Further, the overall student application, including requested supplementary information such as an additional essay or interview, indicates the applicant is capable of earning a 3.0 graduate GPA and take 1-2 courses successfully each semester, given the student supports available at USF and the School of Management.

In short, we focus on the likely future performance of the student, reading past performance and life experience as indicators of what is possible for this applicant, and whether the applicant can move steadily through the curriculum toward an on-time graduation.

Bi-weekly meetings of the program director and staff from admissions and student affairs, where prospective students and current student issues are discussed, have become essential to our ability to attract and graduate highly diverse and inclusive student cohorts. Admissions staff have improved their judgment regarding markers for student success, and graduate student affairs staff have earlier indications of students who will likely require early monitoring and referral to student services.

These practices contribute to the program's success in on-time and overall graduation rates.

Complete the table below:

4.2.1c Admissions Criteria (check all that apply)

Bachelors Degree:	Required	Optional	N/A
Letter of Recommendation	Required	Optional	N/A
Resume:	Required	Optional	N/A
Standardized Tests	Required	Optional	N/A

      GRE

      Minimum Total Score*

            GRE Verbal Minimum*

            GRE Quantitative Minimum*

            GRE Analytical Minimum*

      GMAT

            Minimum Score*

      LSAT

            Minimum Score*

      TOEFL

            Minimum Score*

Other Standardized Test (please specify name and score)

GPA	Required	Optional	N/A

                              Minimum Required*_____

Statement of Intent	Required	Optional	N/A
Essay/Additional Writing Sample	Required	Optional	N/A
Professional Experience	Required	Optional	N/A

          Number of years of Professional Experience: 2

Interview	Required	Optional	N/A
Special Mission Based Criteria	Required	Optional	N/A
Other (specify)	Required	Optional	

*Denotes Optional Field

4.2.2a Please provide the following application, admission, and enrollment data for the Self Study Year (SSY).

> **For programs with multiple modalities, complete the first table in aggregate. Then, using the *+Add new Delivery Modality breakdown* button, create a new table for each modality at which the <u>entire</u> degree may be completed. For example, if the program has students enrolled in three modalities: main campus, an additional satellite campus, and online, Table 4.2.2a 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.**

Aggregate

Total SSY Applicants	119
Total SSY Admits	75
Total SSY Enrollments	53

Fall SSY Total Full Admissions	75
Fall SSY Total Conditional Admissions	0
Fall SSY Total Full Enrollments	53
Fall SSY Total Conditional Enrollments	0
Fall SSY Total Pre-Service Enrollments	0
Fall SSY Total In-Service Enrollments	53

Main Campus

Total SSY Applicants	57
Total SSY Admits	35
Total SSY Enrollments	30

Fall SSY Total Full Admissions	35
Fall SSY Total Conditional Admissions	0
Fall SSY Total Full Enrollments	30
Fall SSY Total Conditional Enrollments	0
Fall SSY Total Pre-Service Enrollments	0
Fall SSY Total In-Service Enrollments	30

Online

Total SSY Applicants	62
Total SSY Admits	40
Total SSY Enrollments	23

Fall SSY Total Full Admissions	40
Fall SSY Total Conditional Admissions	0
Fall SSY Total Full Enrollments	23
Fall SSY Total Conditional Enrollments	0
Fall SSY Total Pre-Service Enrollments	0
Fall SSY Total In-Service Enrollments	23

4.2.2b Please provide the Full Time Equivalency (FTE) number for total enrolled students in the Fall of the Self Study Year.

*The number of FTE students is calculated using the Fall student headcounts by summing the total number of full-time students and adding the number of part-time students times the formula used by the U.S. Department of Education IPEDS for student equivalency (currently .361702 for public institutions and .382059 for private institutions). For U.S. schools, the number should also be available from your Institutional Research office, as reported to IPEDS.
Note: If your program calendar does not allow for a Fall calculation, please use a reasonable equivalent and note your methodology below.

Given the described applicant pool, discuss how the pool of admitted students and enrolled students reflects the program mission. Programs can also use this space to explain any of their quantitative data.

The USF MPA prepares students for public leadership by creating a learning environment that serves as a laboratory where students transform their learning into actions that serve our diverse communities, especially the most vulnerable among us. We educate cohorts of highly diverse students who study public management and research questions that are salient to their professional and community responsibilities. This results in inclusion of public service concerns that might be peripheral or not covered in programs with other missions. Our vision, that "Our diverse graduates become outstanding leaders who provide ethical, workable solutions to societal needs and advance justice," is confirmed in 2018 in one aspect through the career growth and elections of two recent graduates, London Breed as Mayor of San Francisco and Preet Didbal, as Mayor of Yuba City. Mayor Breed, who grew up in a housing project, is the first African American woman to lead the city. Mayor Didbal, a graduate of our Sacramento Regional Campus, is the first Sikh woman mayor in the United States.

The MPA program admits new students consistent with our mission. Candidates are chosen on the basis of their capacity to complete the program and their drive for public service that works toward a more just world, in keeping with the university's Jesuit values.

Through the Jesuit practice of *cura personalis*, the admissions team and the MPA faculty consider as evidence the whole of an applicant, and reflect on each's aspiration for public service and the ability of our school to mitigate weakness, if any, in the overall application. This results in representative cohorts that work collaboratively to prepare public service professionals for our region and beyond.

4.3   **Support for Students: The Program will ensure the availability of support services, such as curriculum advising, internship placement and supervision, career counseling, and job placement assistance to enable students to succeed or advance in careers in public affairs, administration, and policy.**

Self-Study Instructions

In this section of the SSR, the program should describe, discuss, and document its services provided to incoming, current, and continuing students in the program, as well as provide some indication of the success of these services. The SSR should explicitly link the types of services provided with the program mission.

In the box below, describe how the program's academic continuance and graduation standards are communicated to the students (current and prospective), as well as monitored and enforced. (Limit 250 words)

Current and prospective MPA students are advised of program requirements and performance expectations at introductory information sessions as applicants, during new student orientation, and then throughout the time they are in the program. At orientation, students are provided with best practices lists and a discussion on how to develop practices and habits that lead to academic success. They also are introduced to the complete range of student supports. Course and program learning objectives, scheduling and format of courses, and faculty expectations, are among the comprehensive information provided to ensure that students understand performance expectations, and overall requirements to graduate.

In addition to the MPA program director and faculty, students are advised by and monitored by Graduate Student Affairs staff. Student self-service monitoring is encouraged at orientation with a walk-through of the USF Online phone app. Students can check unofficial transcripts, the university's course management software (Canvas) which stores their online course work and much more, and the USF Catalog where degree requirements and policies on academic integrity, student conduct, and satisfactory academic progress are available for review.

Faculty syllabi also have links to policies on academic integrity and student expectations.

Faculty members, the program director, and the program's graduate student advisor are available in person and by email and phone to advise students on academic and administrative issues regardless of the modality in which students are enrolled. Systematic and repeated advising related to graduation requirements, along with regular degree audits, contribute to the program's higher than average on-time and overall graduation rates.

In the box below, describe the support systems and mechanisms in place to assist students who are falling behind in the program, need special assistance, or might be considered "exceptional" cases under advising system described above. (Limit 250 words)

Our students are diverse in socioeconomic backgrounds and have experienced substantial variations in K-12 and undergraduate educational preparation for graduate school, but we do not admit students unless the evidence we review in their application indicates they can be successful in the program, given the supports for student success available at USF and in the School of Management. Commonly used services include library services (on call online librarian services plus research librarians at all campus libraries), academic support services (writing center), computer labs and classes, student disability services, and psychological services.

Supplemental advising occurs when concerns arise. Since the program is designed on a cohort model, and with a single concentration, students know they are "on track" or "off track" for on time graduation.   Students are also referred to services by faculty and staff.

Any student whose GPA drops below 3.0 is contacted by Graduate Student Affairs and is put on academic probation, which is intended to be self-correcting within a semester. Through an advising session at that time, a student on academic probation may decide to slow down the rate at which they take classes to allow more time for study or to address work/life balance. Any student whose performance puts them at risk of academic disqualification is further counseled on the narrowing path to graduation and advised on the quality of future work required to overcome a low or failing grade. Impediments to completion and ways to address them are put in a student plan.

Systematic, coordinated and repeated advising, faculty engagement, and regular confirmation a student's progress contribute to the program's overall success and students' graduation rates.

4.3.3a Below, using the SSY-5 cohort[1], 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 of study. In the final column, sum

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[1] SSY-5 cohort is the group of students who entered the program in the academic year that began 5 years before the self-study year. Programs unable to use this cohort as a basis for calculating completion rates should explain their approach for calculating a completion rate in the text box.

the total number of students who have graduated (column 4) and those students who are continuing to graduation.

For programs with multiple modalities, complete the first table in aggregate. Then, using the *+Add new Delivery Modality breakdown* button, create a new table for each modality at which the <u>entire</u> degree may be completed. For example, if the program has students enrolled in three modalities: main campus, an additional satellite campus, and online, Table 4.3.3a 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.

4.3.3a	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 SSY-5 Cohort	67	54	55	59	64

4.3.3b Please define your program design length: Semesters
5

Use the text box below the table to provide any additional information/explanation of these numbers (to include such issues as FT/PT, Pre-Service vs. In-Service or other limitations that impede progress towards graduation). (Limit 250 words)

4.3.3c Completion Rate additional information/ explanation *no further explanation needed or provided*

Describe career counseling, job search, professional development, and career support services, personnel, and activities. (Limit 250 words)

4.3.4 Career Counseling and Professional Development Services The School of Management includes a Graduate Career Services unit that offers a range of in-house and online career services: career advising, career education, and career development tools. MPA students have access to the services of this unit, and are frequently reminded of this through the Graduate Career Services newsletter and career service events. Career services are available in person, by phone, and online and include workshops and seminars as well as online tools training for Handshake, Trailhead, LinkedIn, and a Salesforce partnership, among others. At orientation, the MPA program director follows the career services presentation with a list of student success practices the includes participation in university and School of Management activities, a reminder to make use of

all student service resources, and an admonition to update resumes first semester while looking for opportunities to advance professional and grow their influence and impact.

Most MPA faculty review student resumes on request and assist in referrals for positions in public agencies, including providing letters of support.

Additional career education occurs through featured guest speakers and hosted lunches specifically designed by Graduate Student Affairs for our MPA students.

Describe your program's internship requirement(s), any pre-requisites before undertaking an internship, and the requirements for receiving credit for the internship, as well as any exceptions to, or waiver of these policies. This should include the specific mechanisms used to determine that a student will be granted a waiver. (Limit 250 words) If available, provide a LINK to these policies on the program's website.

4.3.4a(1) We do not have an internship requirement. On occasion, the school or program faculty will get inquiries from public or nonprofit agencies with available internships. These we consider as professional employment opportunities and forward them to Graduate Career Services for their inclusion among other career and professional development opportunities to be found there. We do not seek out internships for our students as they are in full employment and during their student years are unavailable for any internships.

4.3.4a(2) How many internship placements did the program have during the Self Study year?

4.3.4a(3) Please provide a sample of at least 10 internship placements during the Self Study Year. (If the program had less than 10 placements, please list all placements.)

4.3.4a(3) Internship placements

Briefly discuss the program support and supervision for students who undertake an internship, to include job search support, any financial assistance for unpaid interns, on-going monitoring of the student internship. (Limit 250 words)

4.3.4a(4) Internship Support

Briefly discuss how the distribution of internships reflects the program mission. Limit 250 words.

4.3.4a(5) Internships and Mission

4.3.4b Report the job placement statistics (number) for the year prior to the self-study year, of students who were employed in the "profession" within six months of graduation, by employment sector, using the table below.   (Note: Include in your totals those students who were employed while a student in the program, and who continued that employment after graduation.)

For programs with multiple modalities, complete the first table 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, Table 4.3.4b 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.

Aggregate

4.3.4b Employment Statistics	Self-Study Year Minus 1
National or central government in the same country as the program	11
State, provincial or regional government in the same country as the program	16
City, County, or other local government in the same country as the program	26
Foreign government (all levels) or international quasi-governmental	
Nonprofit domestic-oriented	28
Nonprofit/NGOs internationally-oriented	
Private Sector - Research/Consulting	4
Private Sector but not research/consulting	14
Military Service	
Obtaining further education	
Unemployed seeking employment	0
Unemployed not seeking employment	4
Status Unknown	4
Total Number of Graduates	107

Main Campus

4.3.4b Employment Statistics	Self-Study Year Minus 1
National or central government in the same country as the program	6
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	17
Foreign government (all levels) or international quasi-governmental	
Nonprofit domestic-oriented	14
Nonprofit/NGOs internationally-oriented	
Private Sector - Research/Consulting	1
Private Sector but not research/ consulting	2
Military Service	
Obtaining further education	
Unemployed seeking employment	
Unemployed not seeking employment	
Status Unknown	
Total Number of Graduates	47

Online MPA

4.3.4b Employment Statistics	Self-Study Year Minus 1
National or central government in the same country as the program	2
State, provincial or regional government in the same country as the program	
City, County, or other local government in the same country as the program	5
Foreign government (all levels) or international quasi-governmental	
Nonprofit domestic-oriented	9
Nonprofit/NGOs internationally-oriented	
Private Sector - Research/Consulting	3
Private Sector but not research/ consulting	9
Military Service	
Obtaining further education	
Unemployed seeking employment	0
Unemployed not seeking employment	2
Status Unknown	4
Total Number of Graduates	34

Sacramento Regional Campus

4.3.4b Employment Statistics	Self-Study Year Minus 1

National or central government in the same country as the program	1
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	2
Foreign government (all levels) or international quasi-governmental	
Nonprofit domestic-oriented	3
Nonprofit/NGOs internationally-oriented	
Private Sector - Research/Consulting	
Private Sector but not research/ consulting	1
Military Service	
Obtaining further education	
Unemployed seeking employment	
Unemployed not seeking employment	1
Status Unknown	
Total Number of Graduates	17

San Jose Regional Campus

4.3.4b Employment Statistics	Self-Study Year Minus 1
National or central government in the same country as the program	2
State, provincial or regional government in the same country as the program	
City, County, or other local government in the same country as the program	2
Foreign government (all levels) or international quasi-governmental	
Nonprofit domestic-oriented	2
Nonprofit/NGOs internationally-oriented	
Private Sector - Research/Consulting	
Private Sector but not research/ consulting	2
Military Service	
Obtaining further education	
Unemployed seeking employment	1
Unemployed not seeking employment	

Status Unknown	
Total Number of Graduates	9

4.4   Student Diversity: The Program will promote diversity and a climate of inclusiveness through its recruitment and admissions practices and student support services.

Self-Study Instructions

In the Self-Study Report, the program should demonstrate its overt efforts to promote diversity, cultural awareness, inclusiveness, etc., in the program, as well as how the program fosters and supports a climate of inclusiveness on an on-going basis in its operations and services. Programs should be able to demonstrate how they "promote diversity and climate of inclusiveness" in accordance with a strategic diversity plan, developed with respect to a program's unique mission and environment. The Commission seeks substantial evidence regarding programmatic efforts to promote diversity and a climate of inclusiveness, specifically demonstrable evidence of good practice, a framework for evaluating diversity efforts, and the connection to the program's mission and objectives. The program should upload its diversity-planning document on the Self Study Appendices page.

Specifically, the SSR should address the following, as a minimum.

4.4.1 In the text box below, describe the explicit activities the program undertakes on, an on-going basis, to promote diversity and a climate of inclusiveness. Examples of such activities might include, but are not limited to:
- **Diversity training and workshops for students, faculty and staff**
- **Frequent guest speakers of a "diverse" background.**
- **Formal incorporation of "diversity" as a topic in required courses.**
- **Student activities that explicitly include students of a diverse background.**
- **Etc.**

(Limit 250 words)

Despite our success in recruiting a diverse student population, we note room for improvement.

For example, we have far fewer male students than is proportional to the external community in our online cohorts, resulting in the program's overall gender diversity not being as balanced as we desire. Though this is not a historically underrepresented group, we want all our graduates fully prepared to manage with an eye to both traditional and critical perspectives as expressed in study materials and vibrant class discourse regardless of modality. Faculty have discussed, and that dialogue is ongoing, the question of differences between online student cohorts and on ground student cohorts; the expressed preferences of applicants for one modality over another; the impact of the choice of modality on persistence to graduation; and the ability of the program to have an impact on a student's career. As we begin to get longitudinal data on graduates from our online program, we have started to develop ideas regarding this online community that need further research and discussion.

We also seek more representation from American Indian, Native Alaskan, and Native Hawaiian/Pacific Islander groups, all of which are communities present in California and in states where our online MPA is available. Although they are under-represented as graduate students, the community of native peoples is strongly associated with our Jesuit mission.

Our faculty members discuss diversity texts as a faculty, and we want to better leverage our faculty's diversity research across the curriculum. We also anticipate more data-driven discussion of representation and diversity in the faculty and across the curriculum on an ongoing basis.

4.4.2 In the box below briefly describe how the program's recruitment efforts include outreach to historically underrepresented populations and serve the program's mission. (Note: the definition of "underrepresented populations" may vary among programs, given mission-oriented "audience" and stakeholders, target student populations, etc.) (Limit 250 words)

4.4.2 Our students, primarily working adults in the first half of their public service careers, reflect our communities and historically underrepresented populations.
Factors in this recruiting include:
a) a high degree of social, ethnic, and racial diversity in our geographic localities,
b) success in local, state, and federal government in recruiting a public service workforce representative of these populations at the organizational levels from which we draw students,
c) possible gaps in the academic preparation available to historically underrepresented populations that may foreclose a student's acceptance into another MPA program but not into ours,
d) strong word-of-mouth from graduates to co-workers in the communities and organizations where they live and work,
e) the MPA program's social justice mission attraction for students for whom issues of diversity, inclusion, and participation in public decision making are most important, and whose public responsibilities require inclusion of those from social strata or of migration history where the challenges in gaining voice and power are most evident.

Student Diversity (with respect to the legal and institutional context in which the program operates):

Check appropriate box: US Based Program ☒ Non-US Based Program ☐

Check here if applicable - Legal and institutional context of program precludes collection of any "diversity" data. ☐

4.4.3a US-Based Program – Complete the following table for all students enrolling in the program in the year indicated, (if you did not check the "precludes" box above).

>   **For programs with multiple modalities, complete the first table in aggregate. Then, using the *+Add new Delivery Modality breakdown* button, create a new table for each modality at which the <u>entire</u> degree may be completed. For example, if the program has students enrolled in three modalities: main campus, an additional satellite campus, and online, Table 4.4.3a 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.**

Include international students only in the category "Nonresident aliens." Report as your institution reports to IPEDS: persons who are Hispanic/Latino should be reported only on the Hispanic/Latino line, not under any race, and persons who are non-Hispanic/Latino multi-racial should be reported only under "Two or more races."

Aggregate

4.4.3a Ethnic Diversity – Enrolling Students	Self-Study Year Minus 1		Self-Study Year		Total
	Male	Female	Male	Female	
Black or African American, non-Hispanic	12	21	12	11	56

American Indian or Alaska Native, non Hispanic/Latino	0	0	0	0	0
Asian, non-Hispanic/Latino	15	28	8	19	70
Native Hawaiian or other Pacific Islander, non Hispanic/Latino	1	1	0	2	4
Hispanic/Latino	21	45	17	28	111
White, non-Hispanic/Latino	28	42	19	36	125
Two or more races, non Hispanic/Latino	4	3	5	4	16
Nonresident alien	0	1	0	0	1
Race and/or Ethnicity Unknown	5	9	1	5	20
Total	86	150	62	105	403
Disabled					

Main Campus

4.4.3a Ethnic Diversity – Enrolling Students	Self-Study Year Minus 1		Self-Study Year		Total
	Male	Female	Male	Female	
Black or African American, non-Hispanic	6	8	6	4	24
American Indian or Alaska Native, non Hispanic/Latino	0	0	0	0	0
Asian, non-Hispanic/Latino	12	15	6	12	45
Native Hawaiian or other Pacific Islander, non Hispanic/Latino	0	0	0	0	0
Hispanic/Latino	8	14	6	11	39
White, non-Hispanic/Latino	8	14	10	9	41
Two or more races, non Hispanic/Latino	3	2	4	0	9
Nonresident alien	0	0	0	0	0
Race and/or Ethnicity Unknown	1	3	0	1	5
Total	38	56	32	37	163
Disabled					

Online

4.4.3a Ethnic Diversity – Enrolling Students	Self-Study Year Minus 1		Self-Study Year		Total
	Male	Female	Male	Female	
Black or African American, non-Hispanic	5	10	4	7	26

American Indian or Alaska Native, non Hispanic/Latino	0	0	0	0	0
Asian, non-Hispanic/Latino	2	9	2	7	20
Native Hawaiian or other Pacific Islander, non Hispanic/Latino	0	1	0	2	3
Hispanic/Latino	11	22	11	16	60
White, non-Hispanic/Latino	10	23	6	27	66
Two or more races, non Hispanic/Latino	0	1	0	4	5
Nonresident alien	0	1	0	0	1
] Race and/or Ethnicity Unknown	3	6	1	4	14
Total	31	73	24	67	195
Disabled					

Sacramento Regional Campus

4.4.3a Ethnic Diversity – Enrolling Students	Self-Study Year Minus 1		Self-Study Year		Total
	Male	Female	Male	Female	
Black or African American, non-Hispanic	1	2	2	0	5
American Indian or Alaska Native, non Hispanic/Latino	0	0	0	0	0
Asian, non-Hispanic/Latino	0	1	0	0	1
Native Hawaiian or other Pacific Islander, non Hispanic/Latino	0	0	0	0	0
Hispanic/Latino	1	5	0	1	7
White, non-Hispanic/Latino	9	4	3	0	16
Two or more races, non Hispanic/Latino	1	0	1	0	2
Nonresident alien	0	0	0	0	0
Race and/or Ethnicity Unknown	1	0	0	0	1
Total	13	13	6	1	33
Disabled					

San Jose Regional Campus

4.4.3a Ethnic Diversity – Enrolling Students	Self-Study Year Minus 1		Self-Study Year		Total
	Male	Female	Male	Female	
Black or African American, non-Hispanic	0	1	0	0	1

American Indian or Alaska Native, non Hispanic/Latino	0	0	0	0	0
Asian, non-Hispanic/Latino	1	3	0	0	4
Native Hawaiian or other Pacific Islander, non Hispanic/Latino	1	0	0	0	1
Hispanic/Latino	1	4	0	0	5
White, non-Hispanic/Latino	1	0	0	0	1
Two or more races, non Hispanic/Latino	0	0	0	0	0
Nonresident alien	0	0	0	0	0
Race and/or Ethnicity Unknown	0	0	0	0	0
Total	4	8	0	0	12
Disabled					

Please use the box below to provide any additional information regarding the diversity of your student population. Limit 250 words

4.4.3b Non-US Based Program – **Complete the following table for all students enrolling in the program in the year indicated, enumerating categories of "diversity" appropriate for your location. Using the drop down menu, first select a broad designation for each individual category, then provide a specific name for the category.**

For programs with multiple modalities, complete the first table 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, Table 4.4.3b 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.

[4.4.3b and 4.4.3c are for Non-US Based Programs and therefore left blank]

4.4.3c Please use the box below to provide any additional information regarding the diversity of your student population. (Limit 250 words)

[4.4.3b and 4.4.3c are for Non-US Based Programs and therefore left blank]

Standard 5 Matching Operations with the Mission: Student Learning

5.1   Universal Required Competencies: As the basis for its curriculum, the program will adopt a set of required competencies related to its mission and public service values. The required competencies will include five domains: the ability

- **to lead and manage in public governance;**
- **to participate in and contribute to the policy process;**
- **to analyze, synthesize, think critically, solve problems and make decisions;**
- **to articulate and apply a public service perspective;**
- **to communicate and interact productively with a diverse and changing workforce and citizenry.**

Self-Study Instructions:

Consistent with **Standard 1.3 Program Evaluation**, the Program will collect and analyze evidence of student learning on the required competencies and use that evidence to guide program improvement. The intent is for each program to state what its graduates will know and be able to do; how the program assesses student learning; and how the program uses evidence of student learning for program improvement.

In preparing its SSR for Standard 5, the Program should consider the following basic question: does the program sustain high quality graduate educational outcomes? This question has three major parts:
- PART A: How does the program define what students are expected to know and to be able to do with respect to the required universal competencies and/or required/elective competencies in ways that are consistent with its mission?
- PART B: How does the program know how well its students are meeting faculty expectations for learning on the required (or other) competencies?
- PART C: How does the program use evidence about the extent of student learning on the required (or other) competencies for program improvement?

The program's answers to these three questions will constitute the bulk of the self-study narrative for Standard 5.

COPRA requests that programs submit within their Self Studies, a written plan or planning template that addresses how they plan to assess each competency, when they will be assessing each competency, who is responsible for assessing each competency, and what measures will be used to assess each competency. The plan may be articulated within the appropriate text boxes and questions below or uploaded as a pdf to the Self-Study Appendices page. The plan should be connected to the program's overall mission and goals and should be sustainable given the resources available to the program.

PART A. Defining competencies consistent with the mission

Section 5.1 Universal Required Competencies

Self-Study Narrative Section 5.1 addresses how the program defines what students are expected to know and to be able to do with respect to the required universal competencies in ways that are consistent with its mission.

Within the context of your program's mission, how does your program operationally define each of the universal required competencies (in this section you should be defining the competency not providing examples of its assessment)?[2] Limit 500 words each.

To lead and manage in public governance

> The first universal competency, to lead and manage in public governance, is operationally defined by Program Goal 3:
>
> Create a collaborative environment of excellence in instruction, research, and service.
>
> One learning outcome derives from this goal:
>
> 3.1: Demonstrate leadership behavior through application of organizational and managerial theories

To participate in and contribute to the public policy process

> The second universal competency, to participate in and contribute to the public policy process, is operationally defined by Program Goal 4:
>
> Translate research into effective practices and achievable, humane policies.
>
> Two learning outcomes derive from this goal:
>
> 4.1 Determine, collect, and articulate the interests of diverse voices of a community, especially the most vulnerable among us.
> 4.2: Accurately interpret and communicate analytic research and policy implications to stakeholders.

To analyze, synthesize, think critically, solve problems and make decisions

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[2] A list of possible phrasing of competencies can be found in Appendix B.

The third universal competency, to analyze, synthesize, think critically, solve problems, and make decisions, is operationally defined by Program Goal 5:

Prepare students to determine, collect, and analyze the evidence appropriate and essential for implementing public service strategies.

Two learning outcomes derive from this goal:
5.1 Develop and apply the critical thinking and analytical skills (qualitative and quantitative) necessary for effective, informed, and balanced policy analysis.
5.2 Develop and present informed and balanced results.

To articulate and apply a public service perspective

The fourth universal competency, to articulate and apply a public service, is operationally defined by MPA Goal 1:

Educate students to be compassionate and effective leaders who humanely manage public organizations.

Two learning outcomes derive from this goal:
1.1 Identify and describe differences between the vision, values, and goals of actors in the public, nonprofit, and private sectors; discuss practical and ethical implications of these differences for public leadership.
1.2 Identify and discuss the role of public leaders toward recognizing and instituting the principles of democratic governance in public organizations and community-based initiatives.

To communicate and interact productively with a diverse and changing workforce and citizenry

The fifth universal competency, to communicate and interact productively with a diverse and changing workforce and citizenry, is operationally defined by MPA Goal 2:

Prepare students to initiate and facilitate interactions between government, for-profit, and nonprofit sectors to provide ethical and workable solutions to societal needs.

Two learning outcomes derive from this goal:

2.1 Report findings and interpret research in recognition of, and with respect for, diverse cultural and historical perspectives; correctly identify limitations and constraints; effectively communicate with elected officials, administrators, issue advocates and the population at large.
2.2 Determine, collect and articulate the interests of diverse voices of a community, especially the most vulnerable among us.

5.2   Mission-specific Required Competencies: The program will identify core competencies in other domains that are necessary and appropriate to implement its mission.

Section 5.2 Mission-Specific Required Competencies (if applicable)
Self-Study Narrative Section 5.2 addresses how the program identifies mission-specific required competencies that are deemed necessary and appropriate for its mission.

If your program offers any mission-specific competencies required of all students (beyond those competencies entered in 5.1 on universal competencies), then for each one offered please describe how it supports the program mission and state at least one specific student learning outcome expected of all students in that required competency. (Limit 500 words) *If none, please state "none."*

5.3   Mission-specific Elective Competencies: The program will define its objectives and competencies for optional concentrations and specializations.

Section 5.3 Mission-Specific Elective Competencies (if applicable)

Programs are expected to demonstrate their capacity to offer the concentrations and specializations they advertise to students.

5.3.1   Discuss how the program's approach to concentrations/specializations (or broad elective coursework) derives from the program mission and contributes to overall program goals.

This is the 40th year of USF's MPA program. In 1987 a concentration in Health Services Administration was added, Over the past thirty years, approximately 1,000 of nearly 2,500 MPA graduates have chosen the Health Services Administration concentration. Students take the "generic" MPA track or the HSA concentration. Most HSA students work in healthcare-related settings; for example, a review of recent graduates indicate employment by Contra Costa County Health Services. Dignity Health, Hawaii Public Health Institute, Kaiser, San Francisco Department of Public Health, Stanford Health Care, Sutter Health and UC Davis Health System among others. Their research or management careers in these agencies directly reflect the program mission of "… transforming learning into actions that serve our communities, especially the most vulnerable among us" as access to and utilization of essential health care is a central element of moving the most vulnerable into more stable and sustainable situations.

Each year the faculty review whether the program would benefit from adding additional concentrations, and whether the HSA should continue as a concentration. While many potential concentrations have been considered, we have yet to add another concentration in any modality. Most of our in-service students have expertise in a primary public service area and seek to fill gaps in their overall knowledge that will allow them to increase their influence and impact upward or laterally, rather than desiring to gain a new specialization.

5.3.2 **Discuss how any advertised specializations/concentrations contribute to the student learning goals of the program.**

Health Services Administration (HSA) students are in classes with general MPA students for most of the program; they have one semester where faculty teach the specialization track. Because these two student populations are working in the same classes for most of their time as MPA students, the perspectives of the two groups have a substantial opportunity to be shared in depth. In classes with group projects and presentations, the HSA students select and present together on project with health-related aspects. Where courses have individual research projects, students in the HSA concentration present on questions of interest related to their current professional positions or aspirations. As an example, in a policy course on the legal cannabis market, MPA/HSA students discussed increases in emergency room utilization; other MPA students discussed other aspects of the market such as zoning, establishment of DUI baseline, tax strategies to diminish illegal sales, and redistributive justice in licensing. Similarly, in some areas such as cultural competency and diversity training for staff, healthcare providers have moved ahead of public agencies. Content is complementary.

5.3.3 **Describe the program's policies for ensuring the capacity and the qualifications of faculty to offer or oversee concentrations/specializations (or broad elective coursework).**

Ensuring the capacity and the qualification of faculty for specializations is the principal reason the program has not added yet any further concentrations beyond the MPA Health Services Administration (MPA/HSA). In the thirty years that the HSA concentration has been offered, the program has experienced a fair amount of faculty turnover. Whenever faculty leave or retire, the remaining MPA faculty have no guarantee that we will be able to hire a new faculty member with the same specialization strengths as the one who has left. For a specialization to be viable over the long term, we ensure someone from the MPA nucleus faculty will serve as the specialization coordinator. In this case, the current coordinator for the HSA also teaches a course on healthcare leadership in the School of Nursing and Healthcare Professions, and has a robust community service engagement with healthcare leaders through the Sierra Foundation Healthcare Leadership Program, working with executives from 27 nonprofit and public health sector agencies. To buttress this, our latest tenure track faculty hire (made in the Self Study Year) has academic preparation in epidemiology and years of strategic planning in community service for a nonprofit provider of residential communities for autistic adults. We also have several part-time faculty with excellent academic and professional credentials for this specialization. The program realizes that to add another specialization to the MPA would require an equal amount of academic and practice expertise, in fulltime and part-time faculty, to ensure quality in a degree concentration.

5.3.4 *Optional*: **If the program would like to add any add any additional information about specializations to support the self-study report or provide a better understanding of the program's strategies (such as success of graduates, outcomes indicators, innovative practices,**

etc.) please do so here or upload an attachment. [upload]

- **Part B: How does the program know how well its students are meeting faculty expectations for learning on the required (or other) competencies?**

The program is expected to engage in ongoing assessment of student learning for all universal required competencies and all mission-specific required competencies. The program does not need to assess student learning for every student, on every competency, every semester. However, the program should have a written plan for assessing each competency on a periodic basis.

- **Part C: How does the program use evidence about the extent of student learning on the required (or other) competencies for program improvement?**

Universal Required Competencies: One Assessment Cycle

For the self-study narrative, the program should describe, for <u>one</u> of the required universal competencies, one complete cycle of assessment of student learning. That is, briefly describe 1) how the competency was defined in terms of student learning; 2) the type of evidence of student learning that was collected by the program for that competency, 3) how the evidence was analyzed, and 4) how the results were used for program improvement. *Note that while only one universal required competency is discussed in the self-study narrative, COPRA expects the program to discuss with the Site Visit Team progress on all universal competencies, subject to implementation expectations in COPRA's official policy statements.*
1. Definition of student learning outcome for the competency being assessed: Student learning outcomes (competencies) are mapped to program goals as noted in the MPA Curriculum Map (conceptual model) Standard 1 Attachment and the MPA Assessment Plan Standard 5 Attachment. These goals are in turn mapped to NASPAA's required universal competencies and to each course in the curriculum. The MPA Curriculum Map also attached under Standard 1 maps all courses in the 600-series and the 700-series to the learning outcomes (measurable competencies). The Curriculum Map indicates courses where material or exercises related to each of the program's learning outcomes are included. Prior versions of these documents presumed an order of coverage (concepts and practices introduced in one course, developed in another course or courses, and mastery demonstrated in yet another course.) With the development of the Online MPA, the curriculum become less tightly coupled, and this language was modified to indicate the amount of coverage of competency-related knowledge and skills (introductory or incremental/moderate/comprehensive) in a course. While conceptually this means we could and should use course-level products in the introductory course to assess all five NASPAA universal competencies and most of the program learning outcomes as covered in that course, the faculty has found it more useful, in practice, to recognize and discuss the introductory materials presumed to be known in the next course, and select for assessment the major outputs of a course.   For this section of the Self Study Report, the program is describing its assessment of the Universal Required Competency "To participate in and contribute to the public policy process."   Our program's mission requires us to prepare students to conduct research, and transform learning

into actions that serve our communities, "… especially the most vulnerable among us." Two of the programs goals feed into the learning outcomes for the 4-unit, 700-series course PA 732, Public Policy Analysis and Implementation, and the 3-unit, 600-series course PA 632, Public Policy Analysis. There are two MPA program goals related to the public policy process: "Prepare students to determine, collect, and analyze the evidence appropriate and essential for implementing public service strategies" and "Prepare students to initiate and facilitate interactions between government, for-profit, and nonprofit sectors to provide ethical and workable solutions to societal need". These goals map to the learning outcome to "Develop and apply the critical thinking and analytical skills (qualitative and quantitative) necessary for effective, informed, and balanced policy analysis."

2. Evidence of learning that was gathered:
For this assessment, the following materials from PA 732 were reviewed:
   a.) Pre-and post-course surveys.
   b.) Student policy analysis papers.
These were reviewed and changes made over three academic years by three members of the full- and part-time faculty.

3. How evidence of learning was analyzed:
Teaching faculty in the course met to discuss their differences in content and instruction. Surveys and a sample of student output were circulated. One faculty member offered reflections on experience and discussed modifications related to the student outcomes and discussion in a set of handouts to faculty that were shared more broadly among the faculty. Another faculty member led a discussion of the process and the results in a faculty meeting.

4. How the evidence was used for program change(s) or the basis for determining that no change was needed:
After the faculty discussion, the faculty agreed that faculty with expertise related to the program learning outcome should take the lead on course improvements. The next year's teaching faculty shared syllabi and suggested a range of cases and exercises based on their areas of research and expertise. These were added or substituted across sections.

The next year's teaching faculty shared syllabi and suggested a range of cases and exercises based on their areas of research and expertise. These were added/substituted in the differing sections.
Here is how one faculty member described "closing the loop" on the assessment.

"In terms of the 'evolution' aspect, the above approach contrasts with how I taught ... the three unit course in 2015, which also involved Proposition ...67/SB 270. In that course, the policy analysis was a group project and there were no weekly quizzes. Frankly, I think some students did virtually none of the reading in that course, which led to a very weak approach to the group work product (which was frustrating to those students who were engaged). Moreover, the addition of Weimer and Vining to the readings .... mitigated against students' tendency to reach more intuitive conclusions about what the supportable policy recommendation should be (what Daniel Kahneman would call 'fast' or 'System 1' thinking). That kind of thinking doesn't really enable our students to contribute meaningfully to the policy process."

Mission-Specific Required Competencies: One Assessment Cycle

For the self-study narrative, the program should describe, for one of the mission-specific required competencies, one complete cycle of assessment of student learning. That is, briefly describe 1) how the competency was defined in terms of student learning, 2) the type of evidence of student

learning that was collected by the program for that competency, 3) how the evidence was analyzed, and 4) how the results were used for program improvement.
1. Definition of student learning outcome for the competency being assessed: No mission-specific required competency.
2. Evidence of learning that was gathered:
3. How evidence of learning was analyzed:
4. How the evidence was used for program change(s) or the basis for determining that no change was needed:

5.4   Professional Competencies: The program will ensure that students learn to apply their education, such as through experiential exercises and interactions with practitioners across the broad range of public affairs, administration, and policy professions and sectors.

The program should provide information on how students gain an understanding of professional practice.

5.4.1 Please describe, with respect to your mission, the most important opportunities available for students to interact with practitioners across the broad range of the public service profession. Be certain to indicate the relative frequency of each activity.

The MPA program employs numerous means to ensure students gain professional competence, especially in terms of two aspects of the program mission: "… pursuing complementary research" and "…transforming learning into actions that serve our communities, especially the most vulnerable among us." This is a question periodically revisited by the program faculty as they discuss where in the first and second year these experiential learning opportunities are occurring, the size and scope of these experiences, and the nature of the communities who receive the benefit of student demonstrations of professional competence.

A standard practice across a range of courses occurs when faculty assign students to research specific organizational concerns or work with actual organizations. Students may then present their work in class, or before an organization's leadership if invited to do so. For example, a student in Sacramento with an aspiration for leadership performed an impact analysis for her education agency, and then after providing it to her supervisor, was invited to present it to its board at its next monthly meeting. In another class, a faculty member arranged for his entire class in San Jose to work with an agency on a marketing plan. PA 685, the Online MPA strategic communications course, includes a multi-part project that requires in part that students contact a public agency, track down the person or persons tasked with social media outreach, and interview the person. (Faculty have had multiple discussions on how to build into the online modality a range of professional contacts, skills building, and collaboration exercises that aim to approximate the classroom experience.)

Our students work across a wide range of professions and sectors, drawn to the USF MPA based on its social justice orientation and unique elements of its curriculum, such as our mandatory leadership ethics course, or its Health Services Administration concentration, or the student-centered experience with its strength in support services, or our excellent degree completion and time-to-graduation statistics. Whenever assignments carry an element of theory-to-practice (or "learning into actions" as stated in the mission), students in a cohort bring "interactions with practitioners across the spectrum of public service and policy actors."

Other opportunities, such as participating in an academic global immersion course to work with refugees in Europe, are electives. These provide compelling experiences, but not all students take any particular elective course. Because developing professional competencies is an essential component of our public management MPA, faculty appreciate the opportunity to offer this type of experience but also design syllabi around smaller but equally useful exercises of professional competence.

MPA students and alumni are engaged with each other via LinkedIn and Facebook pages that the program facilitates and students create independently.

Several members of the MPA faculty (fulltime and part-time) and a number of students and alumni are actively involved in the American Society of Public Administration (ASPA), in local chapters, in sections, and as part of national service. MPA students are actively encouraged to join and participate in the academic and professional development activities of ASPA. MPA students can get program support to attend ASPA annual conferences.

MPA students also are invited to participate at the NASPAA-Batten Student Simulation Competition. During the Self Study Year, four MPA/HSA students attended, and one was on the winning team.

Leaders from federal, state, and local government are frequent guests on campus, and in many cases, whether this occurs because they have come to class or are keynotes at special events, speakers have enjoyed opportunities to meet and dialogue with students. One example of such a practitioner leader would be the President of the Federal Reserve of San Francisco, another the President of the UCSF Benioff Children's Hospitals. To the degree the rest of the School of Management graduate programs share interest in the topic or influence of these speakers, these events confirm the position of the MPA in the School of Management.

Standard 6. Matching Resources with the Mission

6.1 Resource Adequacy: The Program will have sufficient funds, physical facilities, and resources in addition to its faculty to pursue its mission, objectives, and continuous improvement.

Self-Study Instructions:

The overarching question to be answered in this section of the SSR is "To what extent does the program have the resources it needs to pursue its mission, objectives, and continuous improvement?" In preparing its SSR, the Program should document the level and nature of program resources with an emphasis on trends rather than a simple snapshot, and should link those resource levels to what could and could not be accomplished as a result in support of the program mission. Programs should be transparent about their resources absent a compelling reason to keep information private. Programs are required to report on resource adequacy in the areas of:

- Budget
- Program Administration
- Supporting Personnel
- Teaching Loads/Class Sizes/Frequency of Class Offerings
- Information Technology
- Library
- Classrooms, Offices and Meeting Spaces

*COPRA is cognizant of the fact that some programs may not be able to separate out the program's allocated resources from that of the department, school or equivalent structure. In such cases, COPRA is looking for the school to indicate how those resources allocated to the program are sufficient to meet the program's mission.

If available, please provide the Budget of the degree seeking accreditation: $1,082,263

6.1a Overall budget for program [increasing, stable, decreasing]

6.1b Please describe the adequacy of your program's budget in the context of your mission and ongoing programmatic improvement, and specifically, the sufficiency of the program's ability to support its faculty, staff, and students, including in the areas noted above.

The MPA budget for recent fiscal years has been adequate to support its mission, goals, and program activities. The overall budget for the MPA program has been relatively stable.

The MPA Program Director receives course release Fall and Spring semester and a summer stipend. The program shares a program assistant with the department and several other programs for clerical support. The program shares staff in recruiting and admissions, marketing, student support services, career services, and alumni services with other graduate programs.

In addition to access to all services of the University's Central IT division, the School of Management has an IT specialist and website staff to assist with all aspects of program management, classroom technologies, and course management software.

The University and the School offer significant support for faculty research and travel.

Beyond the MPA program and the program director's budget, the MPA is part of the Department of Public and Nonprofit Administration which also has a budget line for the Department Chair's use to support the Department's two programs (MPA and MNA) and its faculty and students.

Fulltime faculty salaries are competitive with those at other institutions, and the overall package of faculty salary, benefits, teaching load, and research support have helped the program to recruit and retain quality faculty. The budget permits faculty travel to conferences or workshops through faculty development funds. Several faculty members have received summer stipends to support research. Faculty may apply for student research assistants. In addition to faculty development funds, USF supports faculty development through Jesuit sponsored retreats, the NYU Faculty Resource Network program, and School of Management writing retreats. Most faculty have participated in at least one of these options.

Faculty have also found support from the school to host symposia and conferences, such as the 2016 Social Equity Leadership Conference.

Faculty are provided computers and software to fit their needs and teaching responsibilities. They also have access to instruction on software that is available to them at low or no cost. Students have access to computer labs and information technology help desks. The Gleeson Library has a research librarian assigned to the MPA shared with other professional graduate degree programs.

Students studying at regional campuses have access to research librarians onsite. The Gleeson Library also offers a Librarian "on call" web-based service that all MPA students can access remotely. All sites with classrooms also offer meeting rooms that can be reserved for study groups and there are multiple spaces for break-out sessions for group work during classes.

Full-time faculty have individual office space. Part-time faculty have access to offices for office hours and before or after classes.

6.2a During the self-study year and two preceding years, how frequently were your required courses offered?

Required Course (list them by name and number)

Less than once per year

One semester, session, or quarter per year

More than one semester, session, or quarter per year

Every semester, session or quarter

Course 1	PA 711 Navigating and Negotiating the Field and Practice of Public Administration	One semester, session, or quarter per year
Course 2	PA 713 Management Practices, Organizational Behavior, and Human Resources	One semester, session, or quarter per year
Course 3	PA 720 Core Value Driven Leadership & Ethics	One semester, session, or quarter per year
Course 4	PA 723 Managing Budgets, Finance & Economics	One semester, session, or quarter per year
Course 5	PA 732 Public Policy Analysis & Implementation	One semester, session, or quarter per year
Course 6	PA 738 Information Technology and E-Trends	One semester, session, or quarter per year
Course 7	PA 744 Strategic Planning	One semester, session, or quarter per year
Course 8	PA 770 Quantitative Methods and Big Data	One semester, session, or quarter per year
Course 9	PA 780 Program Evaluation and Monitoring	One semester, session, or quarter per year
Course 10	PA 611 Public Administration as a Field and Practice in Contemporary Society	More than one semester, session, or quarter per year
Course 11	PA 613 Management and Organization Theory	More than one semester, session, or quarter per year
Course 12	PA 620 Leadership Ethics	More than one semester, session, or quarter per year
Course 13	PA 623 Economics and Finance for Public Managers	More than one semester, session, or quarter per year
Course 14	PA 632 Public Policy Analysis	More than one semester, session, or quarter per year
Course 15	PA 633 Public Sector Budgeting	More than one semester, session, or quarter per year
Course 16	PA 636 Human Resource Planning and Management	More than one semester, session, or quarter per year
Course 17	PA 638 Emerging Technologies for Public Managers	More than one semester, session, or quarter per year
Course 18	PA 644 Strategic Planning and Implementation	More than one semester, session, or quarter per year
Course 19	PA 650 Integrative Seminar in Public Management	More than one semester, session, or quarter per year
Course 20	PA 670 Quantitative Methods	More than one semester, session, or quarter per year

6.2b For each specialization advertised by your Program, indicate the number of students graduating with each specialization in the self-study year, the number of courses required to fulfill that specialization, and how many courses were offered within that specialization during the self-study and the preceding year (count only distinct courses; do not double count multiple sections of the same course offered in the same semester/session/quarter).

	Number of students graduating with each concentration/specialization in SSY:	Number of Courses Required for Specialization	Number of Courses Offered within SSY	Number of Courses Offered in SSY-1
Health Services Administration	[requested]	2	2	2

6.2c In the space provided, explain how the frequency of course offerings for required and specialization courses documented in the tables above represents adequate resources for the program. To the extent that courses are not offered with sufficient frequency, explain why and what is being done to address the problem. Limit 100 words.

6.2c
Traditional classroom students progress through the curriculum as a cohort that takes all required courses over the standard time to graduate. Students who do not take a course at the expected time have two options. The first is to complete the program with an additional semester when they can take the course they missed. The second is to take the course at another location or modality (online). The online program offers courses at a higher frequency because a new cohort starts the Online MPA each semester, rather than the single fall start for the traditional classroom delivery.
(NOTE on 6.2a: one more course PA 680 Program Evaluation More than one semester, session or quarter per year.)

Standard 7. Matching Communications with the Mission

7.1   Communications: The Program will provide appropriate and current information about its mission, policies, practices, and accomplishments—including student learning outcomes--sufficient to inform decisions by its stakeholders such as prospective and current students; faculty; employers of current students and graduates; university administrators; alumni; and accrediting agencies.

Self-Study Instructions:

This standard governs the release of public affairs education data and information by programs and NASPAA for public accountability purposes. <u>Virtually all of the data addressed in this standard have been requested in previous sections of the self-study</u>; this standard addresses *how* and *where the* key elements of the data are made <u>publicly accessible</u>.

In preparing its Self-Study Report for Standards 1-6, the Program will provide information and data to COPRA. *Some* of these data will be made public *by NASPAA* to provide public accountability about public affairs education. NASPAA will make key information about mission, admissions policies, faculty, career services, and costs available to stakeholder groups that include prospective students, alumni, employers, and policymakers.

Other data will have to be posted *by the program* on its website (or be made public in some other way). These data are listed below. A program that does <u>not</u> provide a URL needs to explain in a text box how it makes this information public (through a publication or brochure, for example).

Data and Information Requirements

The information listed in the below is expected to be publicly available through electronic or printed media. Exceptions to this rule should be explained and a clear rationale provided as to why such information is not publicly available and/or accessible. Programs are expected to ensure ongoing accuracy in all external media on an annual basis.

7.1.1   Please provide an URL to the following information, which is to be made public, and kept current, by the program:

General Information about the degree (Program Fact Sheet)
   a) Degree Title
       https://www.usfca.edu/management/graduate-programs/public-administration
   b) Organizational Relationship between program and university
       https://www.usfca.edu/catalog/graduate/school-of-management
   c) Modes of program delivery
       https://www.usfca.edu/management/graduate-programs/public-administration
   d) Number of Credit Hours

https://www.usfca.edu/catalog/graduate/school-of-management/master-of-public-administration

https://www.usfca.edu/catalog/graduate/school-of-management/online-master-of-public-administration

[NOTE: the NASPAA data engine allows only a single web address, so have put the second link in comment at bottom.]

e) Length of degree

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

[ISSUE: remediable flaw in that this page only provides length for on-ground MPA]

f) List of dual degrees (if applicable) NA

g) List of specializations (if applicable)

https://www.usfca.edu/catalog/graduate/school-of-management/master-of-public-administration-concentration-health-services

h) Fast-track Info (if applicable) NA

i) Number of students

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

Mission of the Program (Standard 1)

j) Mission Statement

https://www.usfca.edu/management/graduate-programs/public-administration/mission-and-goals

Faculty (Standard 3)

k) Number of Faculty teaching in program

[count not included on faculty page]

l) Program faculty identified including credentials

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

Cost of Degree (Standard 4)

m) Tuition cost (in-state and out-of-state)

https://www.usfca.edu/management/graduate- programs/public-administration/tuition-and-aid

n) Description of Financial Aid availability, including assistantships

https://www.usfca.edu/management/graduate- programs/public-administration/tuition-and-aid

Admissions (Standard 4.2)

o) Admission criteria

https://www.usfca.edu/management/graduate- programs/admission/requirements

Career Services (Standard 4.3)

p) Distribution of placement of graduates graduating from the year prior to the data year (number)

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

Current Students (Standard 4.3)
q) Internship Placement List (use list in Standard 4). NA

Graduates (Standard 4.3)
r) Completion Rate (Percentage of class entering five years prior to data year that graduated within 2 years and 4 years)
https://www.usfca.edu/management/graduate-programs/public-administration/placement

If the program does not provide a URL to one or more of the required data elements above, in the space below, explain how the program meets the public accountability aim of this standard

> We do not offer dual degrees so no info on dual degrees is posted.
> We do not have a fast track program so no fast track info is posted.
> We do not have an internship requirement so no internship placement list is maintained and posted.
>
> We maintain two catalog pages for the MPA, one for the traditional classroom MPA and one for the online MPA as the course numbers, total length of program, and total number of courses and credits are distinct. Program mission, goals, and learning outcomes are identical.
> https://www.usfca.edu/catalog/graduate/school-of-management/master-of-public-administration
> https://www.usfca.edu/catalog/graduate/school-of-management/online-master-of-public-administration

should demonstrate how the faculty are academically qualified to advance the program with regard to its mission. All academically qualified faculty will also use class syllabi that demonstrate current knowledge and technique.

Accountability: Having identifiable responsibility for making a decision or taking an action with the capacity to supply a justifying analysis or explanation.

Administrative Infrastructure refers to the coordination of management arrangements that support Program delivery, including but not limited to student admissions, student advising, student services, course scheduling, course reviews and student assessment, library and research support and faculty program coordination and assessment.

American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American: A person having origins in any of the black racial groups of Africa.

Competencies: Expected skills, knowledge, aptitudes, and capacities. Student competencies must be defined by each program consistent with its mission. Goals to be considered when developing competencies can include, but are not limited to:
1. the extent to which the competencies contribute to a collective identity in education for public service, broadly defined;
2. the extent to which the competencies acknowledge and encourage diversity;
3. competencies should ensure that students will be capable of acting ethically and effectively in pursuit of the public interest.

COPRA Liaison: The liaison is a member of the Commission on Peer Review and Accreditation and plays an important role in the peer review and accreditation and site visit process. The liaison is assigned to a program or group of programs by the chair of the Commission. The role and responsibilities of the liaison are to:
1. Analyze Self-Study Reports and draft preliminary response to program
2. Serve as an intermediary between the Site Visit Team, the Commission, and the program under review.
3. Answer any questions about the site visit process that may be raised by the program under review but not satisfactorily answered by the Site Visit Team.

Conditional Admissions/Enrollment: Students admitted under this category are typically granted specified exceptions to the program admissions criteria, subject to "performance conditions" after enrollment.

Diversity: Differences relating to social identity categories such as race, ethnicity, gender, class, nationality, religion, sexual orientation, disability, age, and veteran status. NASPAA is using the Common Data Set (CDS) categories for US-based programs, Non US-based programs will define their own diversity categories based upon their own context.

Ethical Practice: Acting in a manner that conforms to moral duties and obligations, as well as legitimate codes of conduct, by being able to identify moral duties and obligations, reason about their application in particular circumstances, and have the courage and ability to follow through.

Enrolled Student: Any student admitted to a program who has registered for at least one class in the semester for which he/she was admitted.

Extended Faculty Member: Include faculty within the current department or from other departments that teach a course in the program but do not have a primary responsibility for the program in terms of governance, program development or program implementation.

Full-Time Faculty Member: A faculty member employed full-time by the university or institution.

Full-Time Equivalency Student (FTE): The full-time equivalent (FTE) of students for U.S. schools is calculated by using the Fall student headcounts by summing the total number of full-time students and adding the number of part time students times the formula used by U.S. Department of Education IPEDS for student equivalency (currently .361702) for public institutions and .382059 for private institutions).

Full-Time Student: A student enrolled in the program who meets the institutional definition of a "full-time" graduate student. Typically, on a semester credit hour basis, this is defined as 9 credit hours or more per semester.

Governance: The legitimate institutions and processes, including the creation and implementation of policy, for authoritatively directing resources and activities in the public domain, broadly defined to include political jurisdictions and nonprofit entities.

Hispanic or Latino: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

In-Service Student: Any applicant to a program, or student admitted to a program, that has at least one year of relevant post-baccalaureate work experience.

International (faculty or student): A person who is not a citizen or national of the country where the program is located, and who is in that country on a visa or temporary basis and does not have the right to remain indefinitely. (For purposes of Diversity Data)

Leadership: A process whereby an individual influences others to achieve a common goal. The means of influence may use analytical, managerial, interpersonal, communicative, and other skills. Some people are leaders because of their formal position within an organization, whereas others are leaders because of the way other group members respond to them. (These two common forms of leadership are called "assigned leadership" and "emergent leadership." This is a more inclusive view than charismatic or positional leadership. In the context of the NASPAA standards, leadership does not define the individual's formal position or role but rather the result of his/her ability to move an entity—an individual, group, organization, government, community, nation, etc.—to achieve enhanced or new outcomes, using means appropriate to his or her role and areas of responsibility. Examples of such enhanced or new outcomes include, but are not limited to, designing, adopting and implementing desirable policy or administrative initiatives; achieving goals; and/or facilitating major rethinking about or transformation of processes or systems.

Minority Faculty: (For U.S.-based programs) Faculty who designate themselves as Black, non-Hispanic; American Indian or Alaska Native; Asian, Native Hawaiian or other Pacific Islander, or Hispanic.

Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Non-US Based Program: A program located outside the geographical boundaries of the United States or its territories (not to include branch campuses of US programs located abroad).

Nucleus faculty member: A faculty member who participates in the program's 1) governance by participating in faculty meetings, area of specialization committees, student admissions, curriculum planning and overall program administration; 2) instruction by teaching an average of at least one course per year in the program; advising students and supervising them on analytical papers, theses, or applied research and public service projects, and 3) research and/or professional and community service activities significantly related to public affairs. This designation refers to full-time tenured or tenure-track faculty and full-time clinical or professors of practice (or comparable titles at institutions). The members of the nucleus faculty need not all be in the same department or unit at the University.

Part Time Instructional Faculty: Adjuncts and other instructors being paid solely for part-time classroom instruction. Also includes full-time faculty teaching less than two semesters, three quarters, two trimesters, or two four-month sessions. Employees who are not considered full time instruction faculty but who teach one or more non-clinical credit courses may be counted as part-time faculty.

Part-time Student: A student enrolled in the program who does not meet the institutional definition of a "full-time" graduate student. Typically, on a semester credit hour basis, this is defined as fewer than 9 credit hours per semester.

Pre-Service Student: Any applicant to a program, or student admitted to a program, that has less than one year of relevant post-baccalaureate work experience.

Persistence: those students continuing toward completion of the master's degree, consistent with the program's institutional policy regarding continuous enrollment.

Probational Students: (See "Conditional Admissions/Enrollments.) Typically applies to currently enrolled students who do not meet the program's continuance standards. However, as applied here, includes students admitted to, and enrolled in the program under pre-specified conditions.

Program Faculty: Refers to Nucleus, Extended and Part-Time Instructional Faculty as a whole.

Professionally qualified faculty member: A full-time faculty member can be professionally qualified by virtue of having a record of outstanding professional experience directly relevant to the faculty member's Program responsibilities. In general, a professionally qualified faculty member will have a graduate degree, and will have relevant professional experience in his or

her area of responsibility. Additionally, professionally qualified faculty will engage in professional and community service in an area which supports his or her teaching responsibilities. Professionally qualified faculty may also publish professional, practice relevant writing related to his or her area of teaching. All professionally qualified faculty will also use class syllabi that demonstrate current knowledge and technique.

Public organization: an operating unit within an international, federal, state, or local government; a supplier of services or products operated on a not-for-profit basis.

Public Service Values: Public service values are important and enduring beliefs, ideals and principles shared by members of a community about what is good and desirable and what is not. They include pursuing the public interest with accountability and transparency; serving professionally with competence, efficiency, and objectivity; acting ethically so as to uphold the public trust; and demonstrating respect, equity, and fairness in dealings with citizens and fellow public servants. NASPAA expects an accreditable program to define the boundaries of the public service values it emphasizes, be they procedural or substantive, as the basis for distinguishing itself from other professional degree programs.

Scholarship: the development of new knowledge, the re-synthesis or re-conceptualization of existing knowledge, and/or the creative application of theory to practice.

Specialization: is used to refer to all advertised areas of emphases, whether they are called specializations, concentrations, foci, areas, cognates, etc.

Student Services: includes but not limited to advising students about their decisions regarding financial aid, completing their program of academic study, and pursuing their careers.

Student-to-faculty ratio: The ratio of FTE students to FTE instructional staff, i.e., students divided by staff. Each FTE value is equal to the number of full-time students/staff plus 1/3 the number of part-time students/staff.

Transparency: Processes, procedures, identify of decision-makers, information, rationales and justification for decisions can be easily understood by parties who participate in the decision and those who do not.

White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

APPENDIX A

Rationale, Clarifying Examples, Basis of Judgment

Standard 1. Managing the Program Strategically

1.1 Mission Statement: The Program will have a statement of mission that guides performance expectations and their evaluation, including

- **its purpose and public service values, given the program's particular emphasis on public affairs, administration, and policy**
- **the population of students, employers, and professionals the Program intends to serve, and**
- **the contributions it intends to produce to advance the knowledge, research and practice of public affairs, administration, and policy.**

1.2   Performance Expectations: The Program will establish observable program goals, objectives and outcomes, including expectations for student learning, consistent with its mission.

1.3 Program Evaluation: The Program will collect, apply and report information about   its performance and its operations to guide the evolution of the Program's mission   and the Program's design and continuous improvement with respect to standards   two through seven.

Rationale:

Accreditation standards reflect NASPAA's commitment to support programs for professional education that 1) commit to the public service values of public affairs, policy and administration and model them in their operations; 2) direct their resources toward quantitative and qualitative outcomes; and 3) continuously improve, which includes responding to and impacting their communities through ongoing program evaluation.

The commitment to public service values distinguishes NASPAA-accredited programs from other degree programs. The expectation that the Program will:

- Define and pursue a mission that benefits its community through education and disseminating knowledge about public affairs, administration and policy reflects NASPAA's commitment to public service values for example civic virtue, participatory processes and social equity;
- Direct resources toward observable and measurable outcomes reflects NASPAA's commitment to public values of transparency and accountability;
- Evolve and improve reflects NASPAA's commitment to public values of responsiveness and sustainability;

In this way, NASPAA's accreditation process promotes public service values as the heart of the discipline.

1.1 Illustrative Examples

> Program A has established as a program goal to become a national provider of professional degrees for public service for the public sector, non-profits, and consulting and multilateral agencies, emphasizing the values of ethics, collective benefit, and sustainability. The program has established a strong core program and a variety of program public service emphasis areas. The program establishes core curriculum depending upon the emphasis the student wishes to pursue. It involves alumni and employers in bi-annual faculty discussions of its mission and how it incorporates its commitments to public values in its curriculum, student services, and overall program governance. Program A has articulated its emphasis in public affairs, administration and policy.

> Program B has established a program that offers a core curriculum and a specific focus on a one-year internship placement in the career area of interest to the student. This two-year program seeks to provide students with the unique combination of necessary academic and extensive administrative training and experience to enhance public service in the areas of student interest. The program designed its curriculum and the internship experiences with priority on the public values associated with constitutionalism, justice, and promoting the general welfare, consistent with the mission of its university. Program B has articulated its emphasis in public affairs, administration and policy.

> Program C has established a program goal to be problem centered and to focus on public service needs within the metropolitan community. In addition to a core program in public administration curriculum, the program has established curriculum that is applied, problem centered and enhanced the skills of student in addressing pressing social problems. Its commitment to public values of responsiveness, sustainability, transparency, and accountability reflect the culture of its community as captured in focus groups with employers and other stakeholders. Program C has articulated its emphasis in public affairs, administration and policy.

> Program D is a program that establishes a specific focus on management. The mission of the program is to offer curriculum that provides students with a strong background in leadership, organizational behavior, financial analysis, budgetary processes, marketing and customer relations. The program provides no emphasis on the public that is to be served nor the specific public values that it seeks to enhance with its program and graduates. Program D does not provide evidence of how the program attempts to identify its commitment to public values nor provide evidence with regard to an emphasis in public affairs, administration or policy. Program D has not articulated its emphasis in public affairs, administration and policy.

> Program E is a program with a specific focus on nonprofit management as evidenced by its mission to prepare professional public servants for leadership roles in the nonprofit sector. The program discusses its public service values, emphasizing ethical and effective management and leadership, and provides instances where its values are reflected in program goals and student outcomes. The program regularly engages external stakeholders from the nonprofit community. Program E has articulated its emphasis in public affairs, administration, and policy.

USF MPA SSR from Self-Study Instructions (Final 11.14.2017)

1.1 Basis of Judgment

- The Program's mission fits with its degree title (i.e., MPA, MPP, etc.)
- The mission statement reflects values of public affairs, administration, and policy.

1.2 Illustrative Example

> Program A has established as a program goal to become a primary provider of public policy analysts for state and federal agencies operating in its region. It defines its region in geographic terms. It assesses its success by tracking the placements of its graduates and compares this to the placements of competing programs. It creates an advisory board of training and development managers at its target government agencies to help identify agency need and values. It describes its efforts to recruit in-service students who are policy analysts looking to secure graduate level education. It surveys its alumni and their employers for information about policies its graduates have helped analyze and shape. Program A has articulated its performance expectations.

1.2 Basis of Judgment

- The mission statement endorsed by the Program guides its activities.

1.3 Illustrative Example

> Program A, having established as a program goal in conformance with standard 1.2 that student learning outcomes will include a set of competencies associated with its mission, describes its process for measuring their performance, as well as its efforts to continuously improve student success. Its assessment methods and processes:
> - Facilitate longitudinal comparisons of learning outcomes.
> - Use state of the art learning outcomes assessment practices.
> - Provide program-level as well as course-specific outcomes assessment of required competencies.
> - Provide opportunities for students to demonstrate mastery of relevant competencies in applied, experiential settings that, at a minimum, parallel the challenges of working in the public sector.
>
> The program describes an annual survey of agency supervisors who have employed the prior year's graduates to determine the extent to which the recent graduates have demonstrated knowledge of its required competencies; pre- and post-program analyses to document the value the Program adds, and to measure trends in outcomes; and evaluations of student work in capstone courses, theses, and in integrative comprehensive written and oral exams. Reports of survey results, pre-and post-test analyses, comparisons, and resulting program improvements appear in its SSR under Standard 5.

1.3 Basis of Judgment:

- The basis of judgment is how well the Program's mission and activities bear a clear and

compelling relationship to a well-defined community of professionals outside of the University.

Programs may vary in the values they emphasize and their means of addressing them but each should document how it supports and strengthens the commitment of its students, faculty, and alumni to public affairs, administration, and policy.

Programs may have different approaches to achieving excellence in education for the public sector. Deviations from the standards can result from innovations or cultural differences that the standards do not anticipate. They must be justified in light of a program's mission and success in fulfilling it. In arriving at an overall evaluation, COPRA expects substantial but not rigid conformance with the standards.

NASPAA encourages programs to refer to guidelines it has issued to help them design their curricula, such as the guidelines on internships and not-for-profit curricula. However, the accreditation standards are determinative. The guidelines represent "best practices" as of the date of their issuance. Programs should evaluate their curricula in terms of their missions and objectives.

Standard 2. Matching Governance with the Mission

2.1   Administrative Capacity: The program will have an administrative infrastructure appropriate for its mission, goals and objectives in all delivery modalities employed.

2.2   Faculty Governance: An adequate faculty nucleus—at least five (5) full-time faculty members or their equivalent—will exercise substantial determining influence for the governance and implementation of the program.

Rationale:

To pursue its mission, an accredited program should have a transparent, identifiable, and effective governance system. **Governance** includes, but is not limited to:
   1. program and policy planning including allocation of resources;
   2. establishing degree requirements;
   3. making and implementing recommendations regarding admission, advising and evaluations of students;
   4. advising students; specifying curriculum and learning outcomes;
   5. evaluating student performance and awarding degrees;
   6. appointing, promoting, and tenuring faculty; and
   7. participating in defining and assuring faculty performance, collectively and individually, both full- and part-time.

An appropriate **administrative infrastructure** that matches program delivery is essential for the proper governance of the Program. Programs may have multiple forms of delivery and a clearly

defined program infrastructure should be identified that matches Program delivery form. Given the choices made regarding program delivery, the Program needs to demonstrate adequate administrative and faculty governance.

The governance arrangement, including administrative leadership, should ensure the integrity of the Program. Because program nucleus faculty members have deep knowledge of their program and a commitment to participatory processes, they also should play a significant role in the governance and execution of the program. A program nucleus faculty member, is one whose participation in the governance and delivery of the program is functionally equivalent to that of a full-time, tenured faculty member in the program, commensurate with the level of his or her appointment.

2.1 Basis of Judgment:

- The Program's administrative infrastructure fits its activities, including geographic location of program delivery, use of technology in program delivery, and type of program (traditional, accelerated, executive)

- The normal expectation is for the program to have an identifiable director who provides an appropriate focus of attention, direction and accountability.

2.2 Clarifying Examples

> Program C lists a full-time department chair with reduced teaching load in exchange for administrative responsibilities, two full-time faculty with teaching loads primarily in undergraduate courses, and eight adjunct faculty, all practitioners with appropriate terminal degrees. Because it lacks five full-time faculty members, the burden is on the program to demonstrate that it has sufficient faculty resources to be in conformance with Standard 2.2.

> Program D has joint appointments with PhD level staff from its research institutes. The appointments range from .25 to .50. The Program documents these faculty performing functionally equivalent roles to the 1.0 appointments (teaching, research, advising, attending meetings, serving on committees, community service etc.), albeit with less commitment of their time. The fractional appointees demonstrably contribute to the program's ability to meet the performance goals it establishes. If a fractional appointment is only teaching, then certain functional and normal expectations of the faculty role are not being met. Combined with its full-time appointments, the program exceeds 5 faculty FTE and is in conformance with Standard 2.2.

> Program E as four full-time faculty members, including a chairperson who receives release time from teaching for administrative duties, plus four faculty members from other departments, each with .33 appointments to the program. The fractional appointees teach courses in the Program's curriculum but do not otherwise participate in the governance of the Program. The Program is not in conformance with Standard 2.2.

2.2 Basis of Judgment:

- The normal expectation is for program nucleus faculty to participate in recruiting, promoting, and awarding tenure to their colleagues, as well as to participate in making other policies related to the design and delivery of the program. Participation is broadly defined. For example, it could mean participation on faculty search, promotion, or tenure committees. Deviations from the normal expectation may be justified on the basis of the Program's mission.

- The faculty nucleus, which is identifiable to parties outside of the program, includes a minimum of five (5) full-time faculty or their equivalent who conduct the teaching, research and service responsibilities entailed in the Program's mission. Fewer than five might be justified if a program can clearly demonstrate the capacity of the nucleus to teach; advise; engage in public affairs, administration, and policy scholarship and service; expose students to a variety of perspectives; and to govern student admissions, plan curriculum and otherwise administer the program to promote student and faculty success. The sufficiency of the faculty nucleus beyond five depends upon the requirements of the program's mission, its size, curriculum design and delivery formats, and student success.

- COPRA accepts as evidence that (for every location and modality) students are being taught by an adequate faculty nucleus who are engaged in the implementation of the program where:
  - at least 50% of the courses are taught by full time faculty (employed by the institution)
  - at least 50% of the courses delivering required competencies are taught by qualified nucleus faculty members employed by the institution.

Standard 3 Matching Operations with the Mission: Faculty Performance

3.1   Faculty Qualifications: The Program's faculty members will be academically or professionally qualified to pursue the program's mission.

3.2   Faculty Diversity: The Program will promote diversity and a climate of inclusiveness through its recruitment and retention of faculty members.

3.3   Research, Scholarship and Service: Program faculty members will produce scholarship and engage in professional and community service activities outside of the university appropriate to the program's mission, stage of their careers, and the expectations of their university.

Rationale:

An accredited program must demonstrate that the faculty engaged in instruction possesses credentials and expertise consistent with the curricular outcomes for which they are responsible and sufficient to support the program mission. Students should have the opportunity to receive instruction from properly qualified faculty.

3.1 Clarifying Examples:

Program A has exactly five full-time faculty members that conduct all instruction. Three have Ph.D.s in Public Administration and the other two, who were recently hired, are ABD in Public Administration, and are nearing completion of their dissertations. Although the program currently has only 60% of its faculty with Ph.D.'s, it can make a case that it is in compliance with the standard that requires 75% of faculty to be academically qualified. COPRA will accept ABD as meeting the standard, as long as the faculty members have not been ABD for an excessive period of time.

Program B has a mission that focuses on urban policy. The program has a Professor of Practice with a Masters in Urban Planning and 25 years of high-level urban planning experience, including continuing consulting. The program can make a case that the Professor of Practice is professionally qualified based on professional experience directly related to program responsibilities.

Program C has a mission to provide a quality education to future practitioners in nonprofit management. The program hires a part time instructor with 2 years experience as a Finance Director in a local government and argues she is professionally qualified to teach non-profit finance courses. The program is likely not in conformance with Standard 3.1 due to the limited professional experience of the instructor and the lack of relevant experience in the non-profit sector.

Program D has no mentoring program for new faculty; does not fund or encourage travel to academic or professional conferences for tenure-track faculty; and does not provide systematic performance feedback. Unless the program can make the case it is investing in faculty currency in the field in other ways, it will not be in conformance with Standard 3.1.

Program E has reviewed its curriculum related to mission episodically over 15 years. Student evaluations of teaching identify learning problems students have experienced for three years in courses delivered by two faculty members. The program has provided no evidence of steps taken to provide professional development opportunities for those faculty members to address these concerns. Program E is not in conformance with Standard 3.1.

Program F has a faculty member from the Psychology Department who teaches the Program's human resource management course. The faculty member, now seven years past receiving her PhD, has an active research program and a practice in clinical psychology. Although one of her Ph.D. fields was in organizational psychology, the faculty member will not be considered academically or professionally qualified unless the program can demonstrate that the form, quality, and quantity of her scholarship or professional practice are related to the program's mission in public affairs, administration, and policy.

3.1 Basis of Judgment:

- Faculty who teach in accredited programs must be academically or professionally qualified.

- The program's decision to use professionally qualified faculty should be consistent with its mission.

- In general, a professionally qualified faculty member will have a terminal level degree in his or her area of responsibility. The burden is on the Program to document the qualifications of all of its faculty members. One way to demonstrate that a program's faculty members meet this standard is if at least 75% of nucleus faculty are academically qualified to pursue the Program's mission. A faculty member can be professionally qualified by virtue of having a record of outstanding professional experience directly relevant to the faculty member's Program responsibilities.

- As a general rule COPRA does not consider it appropriate for a program to have faculty that are neither academically or professionally qualified. If a program lists a faculty member who is neither academically or professionally qualified the burden of proof is on the program to show that it was appropriate in an emergency situation, and should explain what steps it is taking to ensure the quality of instruction/ the course was not adversely affected.

- Where nucleus faculty members come from departments outside the Program, clearly defined responsibilities--such as official assignment of duties or joint appointments—should be identified.

- The Program will have systematic steps and strategies for and investment in individual faculty career development to ensure that faculty members sustain and improve their academic and professional qualifications.

- Program faculty should represent diverse substantive areas in public affairs, administration, and policy consistent with the Program's mission and defined competencies*.*

3.2 Rationale

The program's faculty, as a group, will include a variety of perspectives and experiences (e.g., gender, ethnic, racial, disabilities) to invigorate discourse with each other, and with students, and to prepare students for the professional workplace*.* Programs with a public service orientation should demonstrate their commitment, to the extent it is possible *within their legal and institutional framework*, to public service values in the processes used to recruit and retain faculty and in the ways they assure students are exposed to people with diverse views and

backgrounds.

3.2 Clarifying Examples

> Program G posts the University's guidelines for faculty searches for the program's diversity plan. The program is not in conformance with Standard 3.2 because it lacks a program specific set of steps and strategies.

> Program H has a fully developed diversity plan that incorporates best practice in recruitment and retention. In the last three searches, they have hired white males 2 out of 3 times. In the other search, the program hired a white female. The diversity data shows that there are 7 white faculty, two are white females. The site visit team reviewed documents related to the search and verified that the program followed its recruitment plan. In the narrative explaining its hiring decisions for each search, the program stated that the minority faculty in the candidate pool did not have the expertise in the competency area needed by the program. The program has 3 minority part-time faculty out of 6 total and regularly uses a diverse pool of guest lecturers. Program E is in conformance with Standard 3.2.

> Program I has articulated steps and strategies that relate program mission to recruitment for diversity but is silent on the matter of climate and inclusiveness. The program is not in conformance with Standard 3.2.

> Program J is located in Central America. It lists the following diversity categories: Mestizo, White, Black-Creole, American Indian, and Other. The program discusses its diversity plan and how it is ensuring that students are exposed to diverse perspectives from the faculty. The program is in compliance with Standard 3.2.

> Program K is located in Asia. It lists the following diversity categories: Asian and International. It makes no reference to a diversity plan and does not discuss how students are exposed to diverse perspectives from the faculty. The program is not in compliance with Standard 3.2.

Below is a list of some sample strategies programs use to pursue their faculty diversity goals. It is meant to be illustrative, although not exhaustive.

3.2.1 Strategies used in **recruitment**	Strategies used in **retention**	Other **strategies** used to assure students are exposed to diverse views and experiences
Advertisement includes statement welcoming diverse applicants consistent within legal and institutional environment	There is a new faculty orientation that provides information on the promotion and tenure process	Use of part time instructors
Advertisement is placed in publications and on listservs that serve diverse audiences	New faculty are assigned to a faculty mentor	Use of guest lecturers
Advertisement is sent to schools with	New faculty are provided	

concentrations of diverse graduate students	information about employee resource groups and contact numbers for the chair or facilitator.	
Databases are purchased and ads sent.	New faculty regularly meet with the program director to discuss progress vis a vis the tenure and promotion process	
Phone calls are made to program directors from schools with a diverse graduate student body to encourage applications from potential candidates	New faculty members are introduced to the teaching and learning center or a master teacher for assistance in course development.	
Phone calls or recruitment letters made to women and minorities known by program faculty to encourage application	New faculty regularly meet with the program director or chair to discuss issues and needs.	
Faculty, administrators, women, and professional staff of color to help uncover the available pool.	Other please specify	
Invitations are sent to authors of articles from publications, such as Black Issues in Higher Education, which feature people of color in the field		
Job announcements are sent to diversity related caucuses in ASPA, APPAM, APSA, and other organizations relevant to the position		
Evaluation criteria are used to create an inclusive pool of candidates		
The search committee receives training on recruitment and selection practices that increase potential for diverse pools and hires		
The department receives training on recruitment and selection practices that increase potential for diverse pools and hires		
Minority and female faculty have an opportunity to meet with other minority and female faculty informally during the interview process		
A female or minority is included on the search committee		
Documentation on why candidates are excluded from interview is required		
Other, please specify		

3.2 Basis of Judgment

- There are Program specific steps and strategies that demonstrate evidence of good practice in recruitment and retention of faculty consistent with its mission.

- Basis of Judgment: The program's diversity strategies provide a framework for evaluating the diversity efforts of the program. Evidence can be found in the diversity of the full- and part-time faculty, the research interests of the faculty, as well as other measures.
- The Program's data on recruitment and retention demonstrate adherence to the Program's diversity strategies.
- The program demonstrates that it appreciates diversity, broadly defined in the context of the program and its mission, as critical in today's workplaces and professional environments.

3.3 Rationale

Faculty members in an accredited program form a self-sustaining community of scholars who pursue intellectual, professional, and community service agendas consistent with the Program's mission. Program faculty engage in the scholarship of public affairs, administration, and policy because it leads to teaching and mentoring of students in cutting-edge methods and applications, it advances the profession and it impacts the community. They engage in community and professional service related to public affairs, administration, and policy because it promotes their personal accountability and commitment to the values they are expected to model and provides opportunities for them to connect theory and practice, to recruit students and to place graduates. In short, programs are expected to be able to articulate how they are making a difference for their students, in their community, and in the profession.

3.3 Clarifying Examples

Program L whose mission includes preparing students for service in local government lists a faculty member that served as the academic member on a taskforce for ICMA that set competencies for employees working for local governments. The program is in compliance with Standard 3.3.

Program M is a small program with a mission to create competent professionals for local government service. The program has 5 faculty members, 3 of whom are able to demonstrate some form of commitment to advancing the field and making a difference in the community consistent with the program's local government focus. Two faculty members have no exemplary activities in any of the tables in Standard 3. Program M is not in conformance with standard 3.3.

Program N is located in a research-focused university where there are few, if any, incentives for community or professional service. However, most senior faculty members volunteer their time on community boards or commissions. Several conduct applied research collaboratively with public service organizations that leads both to scholarship and to organizational improvements. Faculty members make use of these professional experiences to enrich their classroom teaching and student mentoring, which the Program documents. Program N is in conformance with Standard 3.3. The Standard does not expect all faculty members to engage the community or profession. Untenured faculty members might be expected to focus on traditional scholarship to

> earn tenure. However, the program has documented that overall it is contributing to its community and to the profession.

> Program O has a mission that states that it is training students to be engaged public servants. Program faculty talk about the importance of public service and provide opportunities for students to engage in applied projects in the community. Program L is in conformance with Standard 3.3.

Standard 4 Matching Operations with the Mission: Serving Students

4.1   Student Recruitment: The Program will have student recruitment practices appropriate for its mission.

4.2   Student Admissions: The Program will have and apply well-defined admission criteria appropriate for its mission.

4.3   Support for Students: The Program will ensure the availability of support services, such as curriculum advising, internship placement and supervision, career counseling, and job placement assistance to enable students to progress in careers in public affairs, administration, and policy.

4.4   Student Diversity: The Program will promote diversity and a climate of inclusiveness through its recruitment and admissions practices and student support services.

Rationale:

The outcomes of student recruiting, admissions, and student services should be consistent with the program's mission. Admitted students should show good potential for success in professional graduate study in public affairs, administration, and/or policy, in area(s) relevant to the program's mission. The recruitment processes should be transparent, accountable, ethical, equitable, diverse, and participatory. Student support services should exhibit the same characteristics, as well as be available to, and accessible by, all students in the program. A program should encourage diversity in its student body to help prepare students for the workplace of the 21st Century.

4.1 Clarifying Examples:

> Program A's mission includes a statement about enhancing the professional credentials of in-service students. Although the applicant pool reflects this element of the mission statement, (i.e., the preponderance of applicants are "in-service", more pre-service students are admitted to the program than in-service students. The burden falls on the program to explain how its recruitment activities and subsequent applicant pool support its mission.

4.1 Basis of Judgment:

The programs recruitment efforts should reflect the program's target population, intended applicant "characteristics", and student body composition, as defined by the program mission. The rationale for this judgment is that if the preponderance of students applying to the program does not represent the type of student the program covets, then the program would need to reevaluate its recruitment efforts.

4.2 Clarifying Examples:

> The admissions criteria established by Program B include performance on standardized examinations, such as GRE and TOEFL, above a minimum threshold. This is consistent with its mission, which aspires to excel in public affairs, administration, and policy education by attracting students with high academic qualifications through a competitive admissions process. The program documents performance on the examinations and explains deviations from the criteria in its admission decisions. The Program is in conformance with Standards 4.1 and 4.2.

4.2 Basis of Judgment:

- (Note: A baccalaureate degree, or equivalent, from an accredited institution is required of all students entering any accredited Masters Program in Public Administration, Policy, or Affairs. Where a program has a combined Bachelors/Masters degree, it must specify requirements appropriate for the success of Bachelors students engaging in graduate work.)
- The program implements minimum thresholds for admission and clearly defines, and communicates, these requirements as well as any program prerequisites.
- The program follows its admissions policies, which should be based on a combination of indicators appropriate to its mission.
- Admissions policies produce a student body that supports achievement of the program's mission.

4.3 Clarifying Examples:

> In Program C advising and counseling are provided only by faculty members who are not members of the nucleus faculty and who have neither recent experience in the profession nor relationships with employers served by the program. The burden falls on the Program to demonstrate how its student support services are in conformance with the standard.

> Program D requires students without "significant management" experience to complete an internship. The Program does not define "significant experience", nor evidence of faculty oversight of the internship. The burden falls on the Program to demonstrate how its student support services are in conformance with the standard.

> The mission for Program E focuses on providing well-prepared public servants for the state and local governments. However, post-graduation employment statistics show that the majority of the program graduates are taking jobs in the private and non-profit sectors. The burden falls on the Program to demonstrate how the career services provided and graduate employment are in line with the program mission.

> Program F admitted 30 students, X number were admitted conditionally. Six years later 30% of probationary students have completed the program while 75% of the regularly admitted students have completed. Program F has no special support for probationary students and communicates no information on conditions for remaining in the program. Program F is not in conformance with Standard 4.3.

4.3 Basis of Judgment:
- The program has established academic continuance and graduation standards, and an advising system to support achievement of those standards, that students are informed of and participate in.
- Evidence that a preponderance of admitted and enrolled students completed the degree.
- The Program provides services that help students achieve their educational, internship and career objectives.
- Job placement statistics, internship participation, graduate career opportunities and employment are in line with the program mission.

4.4 Clarifying Examples:

> The diversity of students entering Program G is minimal. In an effort to have a more diverse student population, Program G has implemented a program specific diversity plan using new recruitment tactics recommended by their University's diversity officials. They have yet to see results. Program G is in conformance with Standard 4.4.

> Program H frequently posts notices, on its website and bulletin boards, of lectures and multi-cultural activities in other departments and colleges across the campus, and in the local community. Program H is in conformance with Standard 4.4.1.

4.4 Basis of Judgment:

- The program provides a supportive educational climate for a diverse student population.
- The program's recruitment activities reflect a consideration of "diversity" (with respect to its mission), through its selection of media, audience, and resourcing; and in the eventual composition of its entering students.

Standard 5 Matching Operations with the Mission: Student Learning

5.1   Universal Required Competencies: As the basis for its curriculum, the Program will adopt a set of required competencies related to its mission and [to] public service values. The required competencies will include five domains: the ability:

- **to lead and manage in public governance;**
- **to participate in and contribute to the public policy process**
- **to analyze, synthesize, think critically, solve problems and make decisions;**
- **to articulate and apply a public service perspective;**
- **to communicate and interact productively with a diverse and changing workforce and citizenry.**

5.2   Mission-specific Required Competencies: The Program will identify core competencies in other domains that are necessary and appropriate to implement its mission.

5.3   Mission-specific Elective Competencies: The program will define its objectives   and competencies for optional concentrations and specializations.

5.4   Professional Competency: The Program will ensure that students learn to apply their education, such as through experiential exercises and interactions with practitioners across the broad range of public affairs, administration, and policy professions and sectors.

Rationale:

Graduate level education should enable the student to demonstrate knowledge and understanding that is founded upon, extends, and enhances that typically associated with the bachelor's level, and provides a basis or opportunity for originality in developing and applying ideas. Graduate students should be able to apply their knowledge, understanding, and problem solving abilities in new or unfamiliar environments, and within broader or multidisciplinary contexts related to public affairs, administration, and policy. They should have the ability to deal with incomplete information, complexity, and conflicting demands. Graduate students should reflect upon social and ethical responsibilities linked to the application of their knowledge and judgments.

An accredited program should implement and be accountable for delivering its distinctive mission through the course of study it offers and through the learning outcomes it expects its graduates to attain. While all accredited degree programs must meet these standards, NASPAA recognizes that programs may have different missions with varying emphases. The curriculum should demonstrate consistency and coherence in meeting the program's mission. The program being reviewed should demonstrate how its curricular content matches the emphasis of its overall mission.

5.0 Basic Assumption:

NASPAA intends the accreditation process under the new standards to be developmental, that is, to advance the public esteem for all the degree programs it accredits as well as to improve the educational effectiveness of each degree program. Programs that provide accurate information on student learning and student attainment of required competencies will not be held to an ideal standard of perfection. Rather, programs will be expected to demonstrate that they understand the competencies expected of graduates, that they have instituted teaching and learning methods to ensure that students attain these competencies, and, where evidence of student learning does not meet program expectations, that action has been taken to improve performance.

PART A:

5.1 Clarifying Examples:

> Program A's mission is to educate managers for state and local government. It lists at least one mission related learning objective under each of the five universal required competencies. Under "to participate in and contribute to the policy process," it lists two specific learning objectives: that students should be able to correctly interpret state policy when designing and delivering a local government program, and that students should be able to prepare memoranda describing the implications of state court rulings for local government. Program A is in conformance with Standard 5.1 for this competency.

> Program B's mission is to educate managers for international governmental and nongovernmental organizations. It lists learning objectives under each of the five universal required competencies. Under "to participate in and contribute to the policy process," it lists aligning regional and national programs with international treaty obligations. Under "to lead and manage in public organizations," it lists accommodating program operations to local customs and mores. Program B is in conformance with Standard 5.1 for this competency.

> Program C does not list any learning objectives under the competency of "to incorporate public service values into decisions." The other learning objectives listed are not consistent with the program's mission. Program C will need to justify how is in conformance with Standard 5.1.

> Program D operationally defines each required competency, however; these operational definitions do not relate to the program's mission. The program's mission states that it will "prepare students to work in local government". The program does not at any point when operationalizing the required competencies make reference to local government and the unique skills it is ensuring its student are getting to be prepared to work in that context. The program is not in compliance with Standard 5.1.

> Program E's mission is to educate effective leaders for the nonprofit sector. For each of the five universal required competency domains, it details specific learning objectives, which are assessed directly on a regular timeframe. For the domain "to lead and manage in public governance", the program operationalizes the student learning outcome "the student will demonstrate effective volunteer management skills, in support of achieving the nonprofit's mission." The program is in conformance with Standard 5.1 for this competency.

5.1 Basis of Judgment:

It is expected that all students in degree programs accredited by NASPAA will have the opportunity to develop skills on each of the five universal required competencies. The program shows that it requires the five universal competencies of public affairs, policy and administration and links them to the program mission. The program defines each of the required competencies in terms of at least one student learning objective (but there may be more than one). The emphasis that a particular program places on each of these competencies is consistent with its mission. An accredited program need not assess all competencies every year or cohort, but rather at a frequency appropriate for its mission and goals. However, assessing each competency only once during a seven year accreditation cycle would not likely be sufficient for conformance in most programs.

5.2 Basic Assumption:

While not all programs will have them, mission-specific required competencies can reflect the unique mission of the program and identify what sets it apart from other programs.

5.2 Clarifying Examples:

> Program D prepares students to become public administrators and managers in border regions. The program requires students to demonstrate competency in one language other than English. The program justifies this mission-specific required competency in terms of its stated mission. Program D is in conformance with Standard 5.2 for this competency.

> Program E re-defined its mission to prepare students for high-level policy positions in the federal government. The program still requires students to demonstrate competency in municipal law through a series of three courses taught by a long-time professor. This program will need to justify why this mission-specific required competency is mandatory for all students or why the courses are required.

> Program F offers an executive MPA program. The program defines a mission-specific required competency as the ability to plan and carry out organizational change at an executive level, and defines the competency in terms of specific student learning outcomes. Program F is in conformance with Standard 5.2 for this competency.

5.2 Basis of Judgment:

The program states each mission-specific required competency and links them to the program mission. The program defines each of the mission-specific required competencies in terms of at least one student learning outcome (but there may be more than one). The emphasis that a particular program places on each of these competencies is consistent with its mission.

5.3 Basic Assumption:

While not all programs will have concentrations or specializations, mission-specific elective competencies can reflect the unique and/or specialized knowledge and expertise available to students in the program.

5.3 Basis of Judgment:

The program articulates how elective offerings contribute to the achievement of program mission and goals. The program demonstrates that it has the capacity and properly qualified faculty to deliver all specializations or concentrations it offers to its students.

5.3 Clarifying Examples:

Program G has a mission focused on regional issues within its state and offers an international development concentration. The program does not indicate faculty with expertise in development, nor does it clearly articulate how this concentration relates to the program's mission. Most of the program's graduates work in local and regional government positions within the program's state. This program has not yet demonstrated conformance with 5.3.

Program H offers students five concentrations related to its local government management mission. In addition to the main campus, the program is also offered at an off-campus downtown location to a cohort of fire and police professionals. The only specialization offered to this cohort is emergency management. The program provides clear information to the unique cohort as to the options available at that location and has policies in place to ensure that the students can graduate with their concentration in a timely manner. The program is in conformance with 5.3.

Program I has a wide array of faculty resources and lists multiple areas of student focus on its website. The program states in its Self Study Report that it does not have official specializations for purposes of accreditation. On the site visit, students complain that they do not have access to enough elective courses to complete their specializations and have worries about graduating on time. The program has not yet demonstrated conformance with 5.3.

Program J offers students the opportunity to design their own concentrations or take one offered in the university's urban planning department. The program provides clear information to students regarding how concentrations can be formed, including a limit on non-programmatic credit hours and syllabi oversight for any courses outside of the public

administration department. In addition, the program maintains oversight over the approved courses for the urban planning concentration through a professor holding a dual appointment in both public administration and urban planning. The program is in conformance with 5.3.

5.4 Basic Assumption:

Practitioners make unique contributions to the educational program as role models, career advisors, and individuals who convey lessons from experience in public affairs, administration, and policy. The program should provide some opportunities for students to gain an understanding of and interact with practitioners across the broad range of professions and sectors associated with public affairs, administration, and policy. These may include client-based, field projects within regular courses; internships; instructors from the profession; guest speakers; ongoing relationships with public service employers; and so forth.

5.4 Clarifying Examples:

> Program J provides all students with four guest lecturers from the public sector during the required, semester-long introductory course. For the required policy analysis course, all students must work in groups to provide a policy analysis to a local government agency. An optional course in non-profits requires students to volunteer for 20 hours during the semester. All students are invited to social mixers with practitioners from the community. Program J is in conformance with Standard 5.4

> Program K offers a fully on-line MPA program. The courses consist of downloading and reading the materials, and then taking on-line exams or e-mailing papers in each subject. Students are widely distributed geographically and do not ever have to visit the campus. No internship is required.   The program advises students to "surf the web" for advice on professionalism. The program will need to justify how it meets the standard 5.4 with respect to professional competence. Program K does not appear to be in conformance with Standard 5.4

> In the past five years, Program L has not been able to hire any practitioner faculty due to budget constraints. Given that the campus is not near an urban center, and suffers harsh weather conditions, it is difficult to get guest speakers to attend evening classes. There are no case studies, simulations, or group projects; no courses require the student to interview a public administrator or to shadow a public official. The program will need to justify how it meets the standard 5.4 with respect to professional competence, with practitioners from the community. Program L does not appear to be is in conformance with Standard 5.4

5.4 Basis of Judgment:

The program assures that all students will have at least one experiential learning exercise and/or interaction with practitioners. The program may indicate that additional opportunities

are available to students but not required.

PART B:

<u>Basis of Judgment</u>

At a minimum, the program has defined each universal required competency in terms of student learning outcomes. Over one accreditation cycle, the program will have completed all four stages of the assessment process for each universal required competency An accredited program need not assess all competencies every year or cohort, but rather at a frequency appropriate for its mission and goals. However, assessing each competency only once during a seven year accreditation cycle would not likely be sufficient for conformance in most programs.

<u>Basis of Judgment</u>

At a minimum, the program has defined each mission-specific required competency in terms of student learning outcomes. Over one accreditation cycle, the program will have completed all four stages of the assessment process for each mission-specific required competency. An accredited program need not assess all competencies every year or cohort, but rather at a frequency appropriate for its mission and goals. However, assessing each competency only once during a seven year accreditation cycle would not likely be sufficient for conformance in most programs.

PART C:

<u>Basis of Judgment</u>

The program demonstrates evidence of student attainment of the expected learning outcomes for the universal required competencies described in the self-study. (The SVT has auditing authority at NASPAA and may review any of the required universal competencies). The program shows that it collects direct evidence of student learning and analyzes the evidence in terms of faculty expectations. If the results of assessment do not meet faculty expectations, the program shows how it has used the results of assessment for program change to improve student learning.

<u>Basis of Judgment</u>

The program demonstrates evidence of student attainment of the expected learning outcomes for the mission-specific required competencies described in the self-study. (The SVT has auditing authority at NASPAA and may review any mission-specific required competencies). The program shows that it collects direct evidence of student learning and analyzes the evidence in terms of faculty expectations. If the results of assessment do not meet faculty expectations, the program shows how it has used the results of assessment for program change to improve

student learning.

See Appendix B for Further Standard 5 Examples

Standard 6. Matching Resources with the Mission

6.1   Resource Adequacy: The Program will have sufficient funds, physical facilities, and resources in addition to its faculty to pursue its mission, objectives, and continuous improvement.

Rationale:

An accredited program should have the resources required to pursue its mission and to continue to improve. In keeping with NASPAA's Guiding Principles, a program's level and use of resources should reflect the program's mission and a commitment to continuous improvement. Resources can include, but are not limited to: budget for salaries, travel, equipment, supplies and other expenses; personnel and support for administrative functions; sufficient numbers of faculty to maintain class sizes, faculty-student ratios and frequency of course offerings appropriate to the program mission; information technology to support teaching and research; adequate library services; instructional equipment, offices, classrooms, and meetings areas.

6.1 Clarifying Examples

> Program A documents that it has experienced a steady decline in the number of graduate assistantships the program has to offer incoming students and has truthfully advertised the number available to applicants. Despite the decreasing number of assistantships, Program A indicates that the number and quality of applicants and enrollees has been increasing. Program A appears to be in conformance with Standard 6.1.

> Program B has very limited travel budgets for faculty. Faculty rarely have program support to attend national or international conferences, but all faculty are provided with support to attend at least one state-wide conference each year. The program, located in the state capitol, defines its primary student population as in-service state government employees, and identified the research and service foci of program faculty as state government issues and agencies, these resources might be deemed adequate. Program B, based upon its mission, appears to be in conformance with Standard 6.1. If Program B were to have internationalization of the curriculum and national prominence of the faculty as central to its mission, it would not appear to be in conformance with Standard 6.1.

> Program C provides a one course reduction per year and summer salary to the program director and has a policy of having that position assigned only to a tenured faculty member. During one year of the four year period covered by the report, the position was held by an untenured faculty member while the regular director was on sabbatical

leave. The Program reports that several steps were taken to ensure continuity in administrative functions and to avoid negative consequences in promotion and tenure decisions. The untenured faculty member was provided with additional GA/RA support during the year of administrative service as well as a research grant from the Dean's Office for the summer following the administrative appointment. The program also reports that untenured faculty member is being groomed to assume the directorship upon promotion and tenure, and that the two faculty worked together closely to ensure continuity. Program C appears to be in conformance with Standard 6.1

Program D is a small Executive MPA program with five full-time faculty, several high profile professionals as adjuncts, and 40 part-time students who hold management positions in local and nonprofit agencies in the community. The program has no designated clerical support; it shares a secretary position with another academic department. Additionally no one within the program is assigned to provide internship or placement services. The Program reports that these arrangements are adequate given the program's mission and student body. Extensive opportunities are provided for networking among students and professional development/career planning is built into the curriculum. Program D appears to be in conformance with Standard 6.1.

Program E claims to offer four specializations, one of which has historically been offered primarily by adjunct instructors with expertise in that area. Due to statewide budget cuts, the program is no longer allowed to hire adjuncts and the necessary courses for that specialization are not available with any regularity. Few students select this specialization and the program SSR indicates that individualized arrangements would be made when and if a student indicated interest in that specialization. The burden will be placed on this program to demonstrate that it has sufficient resources to offer the advertised specializations. Lack of student interest in a specialization is not a sufficient basis for asserting that resources are adequate. If the program continues to consider the specialization appropriate to its mission and continues to advertise the specialization, it must be able to document adequate resources.

6.1 Basis of Judgment

The Commission will rely on the program's analysis of the resources required for initiatives associated with its mission. The Commission is less concerned with the absolute budget amounts allocated to the program, the size of classes, or the arrangements made for program administration. Instead, the Commission is concerned with the extent to which those budget amounts, class sizes and program administration arrangements are sufficient to pursue the program's mission. For example, the Commission will refer to the program's analysis to determine if the financial resources for faculty searches, salaries and benefits and the policies regarding teaching loads allow the program to recruit and retain faculty who are able to support the program's mission. Whether a program's travel budget is sufficient depends on its stated mission and its expectations regarding research and professional development to facilitate tenure and promotion. The number of assistantships, scholarships, or other sources of student support will be evaluated in terms of whether they allow the program to recruit and retain the target population of students. Information technology must be sufficient for

mission-relevant teaching and research, and must allow record keeping and activities in support of program administration and improvement. Faculty and students must have access to library resources that allow for research and teaching activities relevant to the program's mission; library resources may be in the form of physical holdings or electronic access, as long as they include adequate search capabilities and are kept current. An accredited program should have sufficient support staff to provide clerical assistance and record keeping and administrative support. Faculty offices should allow for sufficient privacy for class preparation, research, and advising students. Classrooms should provide an environment conducive to learning and appropriate for the pedagogical approaches articulated by the program. The program must have access to sufficient professional meetings spaces for faculty, staff, students, and external stakeholders. In assessing the adequacy of resources, COPRA will consider the program's mission and method of delivery. Online programs may be able to justify less need to for physical offices and meeting places, but may need to demonstrate more extensive instructional technology resources. The overarching concern is whether the resources available to the program are sufficient to pursue the stated mission and to pursue initiatives and improvements in response to systematic assessment.

Standard 7. Matching Communications with the Mission

7.1   Communications: The Program will provide appropriate and current information about its mission, policies, practices, and accomplishments—including student learning outcomes--sufficient to inform decisions by its stakeholders such as prospective and current students; faculty; employers of current students and graduates; university administrators; alumni; and accrediting agencies.

Rationale:

When communicating with its stakeholders, the Program should be transparent, accountable, and truthful. In establishing transparency, programs must provide data that are publicly available and clearly linked to the mission of the program. NASPAA expects accredited programs to meet the expectations of the profession in terms of accountability in public affairs, administration, and policy. Transparency is a *public service value* exemplified in programmatic action and results. In order to demonstrate that the program results follow from the mission, the burden lies with the program to produce data acknowledging the strengths and limitations of the program mission.

Underlying assumption:

All accredited programs regardless of their mission are expected to supply certain data to demonstrate conformance to each standard. This "universal" data and information should be publicly available via appropriate communication medium (electronic or printed) and privately available to stakeholders (faculty, NASPAA etc). Such mandatory requirements are a minimum basis by which programs can claim a linkage between the mission and the outcome. Programs that provide additional data by participating in national surveys (optional) sponsored by

NASPAA, ASPA or other organizations can demonstrate, by example, their leadership in public service education and defining the public service values with respect to their mission. This essentially divides the component of data requirements in two categories: (1) conforming to the standard by reporting universal information to all stakeholders, and (2) conforming to the standard by providing mission-specific information beyond mandatory requirement to help understand and refine program mission to all stakeholders. Universal or mandatory information should include Programs decision-making processes by which it informs its stakeholders about outcomes as it relates to:

1. **Students**: decisions about whether to apply and enroll
2. **Staff and Faculty**: decisions about whether to accept and continue employment
3. **Employers**: decisions about whether to sponsor internships or hire a graduate
4. **Administrators**: decisions about whether to approve faculty lines and provide funding for the Program
5. **Alumni:** decisions about whether and how to interact with the Program following graduation

Information about the Program's capacity and performance should not be kept confidential absent a compelling reason, such as student and faculty privacy laws and regulations.

7.1 Self Study Guide:

General Information: NASPAA will publicly release data supplied on the following information: Degree Title, organizational relationship of the program to the school, modes of delivery, number of Credit hours, Length of degree, List of dual degrees, List of specializations, Fast-track Info, number of Students.

Mission Statement: Your program will make available to the public your Mission statement. The program will must provide to COPRA the URL of where on your website the information is available or a PDF of the Document or report in which it is available. If you program has not made this information available to the public you must state why you have not done so, and your rationale for how you are still in conformance with this standard.

Admission: Programs will make publicly available the admissions criteria for entry into their program. This includes any exceptions or alternate routes to admission that a student may use. The program will provide to COPRA the URL of where on your website the information is available or a PDF of the Document or report in which it is available. If your program has not made this information available to the public you must state why you have not done so, and your rationale for how you are still in conformance with this standard.

Enrollment: NASPAA will make publicly available program's enrollment and its gender/ethnic composition where available. If your program has not made this information available to the public via NASPAA you must state why you have not done so, and your rationale for how you are still in conformance with this standard. NASPAA is aware that in some states providing information on the ethnic make-up of enrolled students may not be legally permissible; or that

in some instances a program's size would make the information individually identifiable. Programs facing these legal issues should note as such in their rationale to COPRA as to why they are still in conformance with the standard.

Faculty: Your program will make available to the public the following information: # of Faculty teaching the program, Faculty identified within the unit, and Faculty diversity. NASPAA will publicly make this information available. If your program has not made this information available to the public via NASPAA you must state why you have not done so, and your rationale for how you are still in conformance with this standard.

Cost of Degree: Your program will make available to the public the following information: Tuition cost (in-state/out-of-state), Financial Aid Information, and Assistantships available. The program will provide to COPRA the URL of where on your website the information is available or a PDF of the Document or report in which it is available. If your program has not made this information available to the public you must state why you have not done so, and your rationale for how you are still in conformance with this standard. *(Note this is the one of the few aspects of Standard 7 where the information we are asking you to provide has not been collected elsewhere in the SSR).*

Career Service: NASPAA will make available to the public the program's distribution of placement of graduates (using the prescribed categories). If your program has not made this information available to the public via NASPAA and on the program's website or other public materials, you must state why you have not done so, and your rationale for how you are still in conformance with this standard.

Internship Placement: The program will make publicly available the number of internships (distributed by sector) for the self study year including explanation of waivers granted. If your program has not made this information available to the public you must state why you have not done so, and your rationale for how you are still in conformance with this standard.

Faculty Contribution: NASPAA will make available to the public the URL for faculty publications and faculty contributions to public policy and administration. If your program has not made this information available to the public you must state why you have not done so, and your rationale for how you are still in conformance with this standard

Graduates: Completions: Your program will make available to the public your program's completion rate (as defined in Standard 4, to be the % of the SSY-5 cohort that complete the program within 100%, 150% and 200% of program design length.)

Evidence of Student Learning Outcomes: NASPAA will make publicly available information on evidence of student learning outcomes. If your program has not made this information available to the public via NASPAA you must state why you have not done so, and your rationale for how you are still in conformance with this standard.

7.1 Clarifying Examples:

> Program A's electronic/print materials reflect information prior to the recent appointment of new faculty and revision of the curriculum; faculty meeting minutes are not taken; records of administrative decisions are incomplete; no record or record older than five years of student internships, graduate placements or alumni career progress. Program A is not in conformance with Standard 7.

> Program B maintains accessible electronic/print materials with current information; faculty meeting minutes are taken; administrative files are complete; records of student internships, graduate placements, and student and alumni career progress not older than two years are summarized in electronic/ print distribution. Program B is in conformance with Standard 7.

> Program C's prospective student admission decisions are maintained and recorded via ApplyYourSelf Online. Student records are managed through the Banner System and are accessible to core faculty. Alumni records are maintained in a searchable electronic database. Faculty communication is maintained in SharePoint or archived in Blogs. Students and employers have access to Career Service Portal for matching placements for interns and graduates. The Program explains how each electronic database is accessible to stakeholders and can be used by them to understand program operations and to inform their decisions. The Program also explains how it tracks the data to improve its internal governance and pursue its mission. Program C is in conformance with Standard 4.

> Program D offers the MPA degree through traditional in-class instruction as well as online modules. As per program website program's literature on its on-line program and campus based program appears the same. However, admission, course offerings and other elements are different for the two delivery approaches. The program is not in conformance with Standard 7 because the program does not clearly provide information on its website to potential students about the differences between the online and campus based programs.

7.1 Basis of Judgment:

The Program should provide evidence that communications with its stakeholders demonstrates accountability, transparency, and ethical practice in the following ways:

- The courses, specializations, and services the Program offers are consistent with the claims it makes, such as in its literature, emails, and webpage, and with its mission.
- The Program publicizes its admissions policies. Goals, policy, and standards, including academic prerequisites, are clearly and publicly stated. Admissions policies should specify differences for pre-service, in-service, and other categories of students and reflect specific concern for diversity.
- The Program describes how it assesses competencies and how well students perform on those measures.

- The Program reports on the placement and career progress of its graduates and the qualifications and accomplishments of its faculty.
- The Program explains to prospective students the cost of attendance (tuition and fees) and ethically communicates information regarding opportunities for financial assistance.

7.1 NASPAA Publicly Accessible Data
May be made public by NASPAA[3]:

General Information about the degree (Program Fact Sheet)
1. Degree Title
2. Organizational Relationship between program and university
3. Modes of program delivery
4. Number of Credit Hours
5. Length of degree
6. List of dual degrees
7. List of specializations
8. Fast-track Info
9. Number of students (varies)

Mission of the Program (Standard 1)
1. Please link your program performance outcomes to the contributions your program intends to produce to advance the knowledge, research, and practice of public affairs, administration.

Enrollment (Standard 4)
1. Number Enrolled
2. Enrollment – Diversity
   a. Gender
   b. Race/ethnicity
   c. International

Cost of Degree (Standard 4)
1. Tuition cost (in-state and out-of-state)
2. Description of Financial Aid availability, including assistantships

Career Services (Standard 4.3)
1. Distribution of placement of graduates (number)

Faculty (Standard 3)
1. Faculty diversity (percent of teaching faculty, by ethnicity)

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[3] Subject to NASPAA Data Policy guidelines.

APPENDIX B

Examples of Competency Statements

The following are illustrative examples, not required elements of each domain. A Program can include other competencies within each of the domains to meet NASPAA's requirements. The emphasis that a particular program places on each of the domains of universal competencies should be consistent with its mission. A public affairs program might put greater emphasis on the domain, "managing public organization" than on "participating in and influencing the policy process;" the latter might be more the emphasis of a public policy program.

Examples of competencies in each of the required domains are provided below, stated in terms of specific expectations for student learning. A Program can include other competencies within each of these domains to meet NASPAA's requirement of universal competencies. The emphasis that a particular program places on each of the domains of universal competencies should be consistent with its mission.

Examples of competencies in the required domain of leading and managing in public governance might include but are not limited to:
- Apply public management models and organization theory
- Appraise the organizational environment, both internal and external, as well as the culture, politics and institutional setting
- Lead, manage, and serve a diverse workplace and citizenry
- Lead and manage people effectively, whether volunteers or compensated, fostering team building, commitment, creativity, and performance
- Manage projects
- Manage information and networks
- Manage contracts and public-private partnerships
- Resolve conflict and negotiate
- Understand the relationships between public policy, whether proposed or enacted, and leadership and management in implementation

Examples of competencies in the required domain of participating in and contributing to the policy process might include but are not limited to:
- Apply techniques for program evaluation and forecasting
- Describe and work within the institutional, structural, and political contexts of policy making
- Describe and execute the policymaking process, including defining the problem, setting the agenda, formulate policy, implement policy and evaluate policy
- Incorporate interest groups, executive-legislative relationships, judicial decision-making, and the media in the policy process
- Prepare a budget reflecting policy priorities
- Recognize the social construction of problems

Examples of [competencies](#) in the required domain of analyzing, synthesizing, thinking critically, solving problems, and making decisions might include but are not limited to:

- Articulate and apply methods for measuring and improving human performance
- Employ analytical tools for collecting, analyzing, presenting, and interpreting data, including appropriate statistical concepts and techniques
- Identify and employ alternative sources of funding, including grants, taxes, and fees
- Plan strategy
- Understand and apply the legal context of public affairs, administration, and policy
- Understand and apply theories of decision-making and models

Examples of [competencies](#) in the required domain of incorporating [public values](#) into decisions might include but are not limited to:

- Apply concepts of social equity to public affairs, administration, and policy
- Behave ethically and with integrity: Tell the truth, keep confidences, admit mistakes, and do not misrepresent oneself, one's goals or the facts for personal advantage. Behave in a fair and ethical manner toward others.
- Distinguish short- from long-term fiscal consequences of program and policy decisions
- Exercise [ethical](#) responsibility when conducting research and making decisions
- Identify the short- and long-term impacts of program and policy decisions on the physical environment
- Understand and apply criteria appropriate to public affairs, administration, and policy

Examples of [competencies](#) in the required domain of communicating and interacting productively—face-to-face and/or electronically—with a diverse and changing workforce and citizenry may include but are not limited to:

- Communicate effectively in writing: Prepares clear, concise and well-organized written materials tailored to the audience's level of expertise and needs.
- Communicate effectively in speech: Presents oral information accurately, clearly, concisely and persuasively tailored to audience's level of expertise and needs.
- Demonstrate flexibility: adapts behavior and work methods to differences (whether they are differences in thought, communication style, perspective, age, interests, fairness or some other variable); to new information, to changing conditions and to unexpected obstacles.
- Demonstrate self-knowledge: awareness of one's own stylistic preferences for relating to others, communicating with others, making decisions, managing yourself in groups, and the impact that this has on relationships and your ability to influence others.
- Evidence sensitivity and responsiveness to beliefs and behaviors associated with differences among people because of their ethnicity, nationality, race, gender, physical characteristics, religion, age, etc.
- Facilitate: Actively and effectively elicits information, views, input, suggestions, and involvement of others in pursuit of common goals; builds actionable consensus.
- Negotiate: Discerns the interests and values of others; surfaces assumptions; secures agreement on ground rules and tolerable outcomes; gains cooperation of others to

accomplish goals.
- Relate to all kinds of people and develop appropriate rapport that leads to constructive and effective relationships; finds common ground with a wide range of stakeholders.
- Work productively in teams: Interacts effectively in a team, demonstrating composure, professionalism and effective working relationships, including understanding others' priorities, needs and concerns and sharing information, expertise and resources.

Illustrative Examples of Assessment of Student Learning

The following provide examples of direct[4] assessment of various definitions of student learning for competencies in the domain of "Leading and Managing in Public Governance." These examples are only suggestive of the type of information that might be reported to answer questions such as: What do we expect student to know and be able to do? Are students meeting faculty expectations? How do we know? Is evidence used for program change?

Program M: Leading and Managing in Public Governance

Learning Outcome Defined	Evidence collected	Analysis & Findings	Program Change
Manage projects	Project management report	Six-dimension rubric applied by faculty; poor performance on some dimensions	Project report broken into six sections written over the course of the semester

Program N: Leading and Managing in Public Governance

Learning Outcome Defined	Evidence collected	Analysis & Findings	Program Change
Resolve conflict and negotiate	Teams perform in negotiation simulation	Evaluation by panel of practitioners; all teams met expectations	Faculty discuss whether expectations could be raised; no change needed for now

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[4] Direct evidence means that program faculty (and/or outside experts) examine actual student work and evaluate it against their expectations for learning on the competency. Direct evidence of student learning can take the form of papers and reports; annotated bibliographies; journals; problem solving exercises; project documentation; independent study, studio or workshop reports; individual or group wikis; contributions to discussion boards or blogs; internship evaluation; comprehensive exams; theses; etc. Direct evidence of student accomplishments is preferred, but can be supplemented with indirect evidence, e.g., surveys. For more information on the distinctions between direct and indirect assessment of student learning, and why course grades are not acceptable assessment measures, please see NASPAA publication Models for Assessment of MPA Student Learning.

Program O: Leading and Managing in Public Governance

Specific Competency	Evidence	Analysis & Findings	Program Change
Manage public and non-profit partnerships	Students write a paper on a specific non-profit	Evaluated by faculty and the non-profit; students need more information on good partnership practices	Additional units on partnerships added to two required courses

Program P: Leading and Managing in Public Governance

Specific Competency	Evidence	Analysis & Findings	Program Change
Public policy process	Students write a thesis on the policy process	Program faculty exchange student theses with faculty at another university; students weak at literature review	Several courses modified to require a literature review with faculty feedback

Program Q— Leading and Managing in Public Governance—This program would have to explain how its assessment meets the intent of the Standard as course grades are not sufficient evidence.

Specific Competency	Evidence	Analysis & Findings	Program Change
Manage public and non-profit partnerships	Student grades in course on generic management	All students get either an A or a B grade	Program concludes that no change is needed