

## Accreditation Maintenance Report

### Commission on Peer Review and Accreditation of the Network of Schools of Public Policy, Affairs, and Administration Annual Accreditation Report

#### Instructions:

Please fill in the following narrative and quantitative fields with information related to conformance with Network of Schools of Public Policy, Affairs, and Administration Accreditation Standards. If the program wishes to provide additional context to its data, supplementary documents may be uploaded at the bottom of the form.

Programs should fill out a separate report for each accredited degree. **Programs with multiple campuses or modalities should provide data disaggregated by campus or modality. To do so, complete the first table for questions 6, 9, 10, and 12 in aggregate. Then, using the +Add new Delivery Modality breakdown button, create a new table for each modality at which the entire degree may be completed. For example, if the program has students enrolled in three modalities: main campus, an additional satellite campus, and online, Question 6 would be completed 4 times: the first table reflecting aggregate data (for all 3 modalities), the second table reflecting only main campus student data, the third table reflecting only satellite campus student data, and the fourth table reflecting only online student data.** Multiple modalities refers to differing modes of pedagogy within the same program, be they geographic, technological, curricular, or temporal. Typical structures that fall in this category are distance campuses, online education, and unique student cohorts within the program, such as executive or 3+2 cohorts.

This annual report form is designed to accommodate programs accredited under both the pre-2009 and the current accreditation standards (approved in 10/2009). All questions are required for programs accredited under the current accreditation standards.

The annual data report year is defined as the Academic Year prior to the report's submission. The program will indicate in the report if its university defines its Academic Year as "Fall, Spring, Summer" or "Summer, Fall, Spring".

Advisory: Where possible, COPRA attempts to collect data in the formats used by IPEDS and the Common Data Set initiatives in order to facilitate the program's efforts in obtaining information from institutional research departments at their campuses. COPRA recommends liaising with the appropriate offices at your university when reporting accreditation data.

**1. The mission of your program will automatically populate below from your last report. If it does not, please provide it below. Please note that the mission provided below will be used to populate your program's profile on the NASPAA website. If there have been any changes to your program's mission since your last review or annual report, please click [here](#) to enter the revised mission statement. Please describe the changes and the mission revision process (Question 3) regarding substantive change.**

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#### Preamble

We offer demanding programs focused on government and nonprofit management. Since 1978, our Master of Public Administration program has provided exceptional teaching, relevant research and dedicated service to the profession and greater community. The program design and delivery draws on 477 years of Jesuit tradition and 162 years of value-centered education at the University of San Francisco, imparting perspective through our global network of universities, faculty, students, and public-private partnerships.

#### Mission

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

## Vision

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

## Values

We are committed to:

Social Justice for all people.

Diversity in all its forms.

Integrity in all we do.

Accountability to all we serve.

Excellence in academic programs, teaching, research, and student services.

**2a. Indicate the mode(s) of program delivery that most accurately describe your program (check all that apply)**

b. In person instruction with online coursework available

**2c. Does the program include an executive cohort or track?**

No

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

The program made the decision during the fall of 2019 to suspend the online program due to declining enrollment, budget pressures as well as evaluation of learning outcomes and universal competencies. We will be teaching out program until the spring on 2021 and may decide to relaunch if it fits in strategic planning goals. This decision was documented in a memo to the graduate program committee along with our loop closing documentation.

**4. Program Evaluation: Please discuss how the program has collected, applied, and reported information about its performance and its operations to guide the evolution of the program's mission and the program's design and continuous improvement in the past year. If you wish to upload any supplements, you may do so at the bottom of the form.**

Program evaluation efforts included the following highlights over the past year: Highlights and evidence of loop-closing activities that respond to the work summarized above are provided below. Many of these items are reiterated in documents and narratives that follow.

- Course dialogues with faculty, budget and course evaluation that resulted in the transition from 3 to 4-unit courses for the online program from 2016-2019. Based on evaluation of competitive advantage, student recruitment pipeline and direct and indirect outcomes faculty made the strategic decision to suspend the online MPA program in the fall of 2019. This is outlined and summarized in a programmatic assessment memo.
- Feedback from faculty dialogues as well as from NASPAA accreditation teams led to revisions to the program assessment plan, logic model and curriculum map to better assess student outcomes in a more comprehensive and systematic way. This is paralleled by the development of new comprehensive rubric for assessment of required program competencies. As a part of this assessment the on-ground program exceeded our measure of success for each of the 5 required competencies.
- Evaluation of program assessment data outcomes led to loop-closing activities to address Universal Competency 1 by focusing on the integration of more leadership and management methods into PA 713 and 744 and the consideration of switching PA 738 for PA 785 in the

curriculum.

- Evaluation of direct program assessment outcomes, student surveys and indirect feedback led to the move of a quantitative course (PA 770) into the academic year based on student and alumni feedback that more time and focus was needed to develop, cultivate and refine quantitative skills. This closed the loop on UC 3 ahead of schedule. Further consideration is being made on integrating more applied methods into 770 and to adding potential electives with quantitative components.
- Looking at the competitive landscape, and based on faculty dialogues the department established an advisory board to assist in strategic planning and advancement for the program. Also, based on faculty and administrative feedback, the department has developed and continued to refine multiple outreach events that focus on hot topics in policy-including social innovation and entrepreneurship as well as automation and technology in cities.

**5. Number of Faculty Nucleus** 11

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In addition to indicating the number of nucleus faculty in question 5, nucleus faculty information should be entered using the "Add/ View a Faculty Member" tab at the top of the page. You only have to enter information for at least 5 nucleus faculty members. **If you have previously entered faculty information in a Self-Study Report or Annual Report within this system, the information will be auto-populated in the tab. Every year you must check to verify the accuracy of the information and edit as necessary.**

**6. Please provide the percentage of courses in each category that are taught by full and part-time faculty in the annual report year. Programs with multiple campuses or modalities should also provide supplemental table(s) that break this information down by each campus or modality, using the green +Add new Delivery Modality breakdown button.**

	Full Time Faculty	Part Time Faculty
% All courses	56	44
% Courses delivering required competencies	56	44

**Delivery Modality** Main Campus

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**Secondary Delivery Modality Name** SF Downtown Campus

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	Full Time Faculty	Part Time Faculty
% All courses	47	53
% Courses delivering required competencies	63	37

**7. Data Explanations:**

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

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In AY 19-20 we celebrated the retirement of FT faculty member Catherine Horiuchi. In spring 2020 we used our part-time faculty pool and our new healthcare concentration program director (Vipul Vyas) to cover her courses.

**8. Indicate how the program defines its Academic Year Calendar. For non-US programs (only) selecting 'other', please specify the term in which the majority of students first enroll.**

Summer, Fall, Spring

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**9. Admissions:**

Please fill out this table describing your program's applicant pool for the annual report year. Combine

applicants across the year into one pool. The number of enrolled students should only include those students who were admitted and enrolled within the annual report year. This number should not reflect total student enrollment. Programs with multiple campuses or modalities should also provide supplemental table(s) that break this information down by each campus or modality, using the green +Add new Delivery Modality breakdown button.

<b>Applicants</b>	101
<b>Admitted Students</b>	75
<b>Enrolled Students</b>	32
<b>Delivery Modality</b>	Main Campus
<b>Secondary Delivery Modality Name</b>	SF Downtown Campus
<b>Applicants</b>	55
<b>Admitted Students</b>	45
<b>Enrolled Students</b>	18
<b>Delivery Modality</b>	Online Modality
<b>Secondary Delivery Modality Name</b>	MPA Online Program
<b>Applicants</b>	46
<b>Admitted Students</b>	30
<b>Enrolled Students</b>	14

**10. Graduation Rates:**

Below, using the ARY-5 cohort , indicate the cohort’s initial enrollment numbers, how many of those enrolled graduated within 2 years, as well as those students graduating within 3 and 4 years. Note that the numbers in each successive column are cumulative, meaning that the number of students in the column for 4 years should include the numbers of students from the 3 year column, plus those that graduated within 3-4 years. In the final column, sum the total number of students who have graduated (column 4) and those students who are continuing to graduation. For example, if 15 students initially enrolled, 10 graduated in 2 years, 2 graduated in 3 years, 1 graduated in 4 years, and 2 more are still active in the program, you would enter: 15; 10; 12; 13; 15. NOT 15; 10; 2; 1; 2. **Programs with multiple campuses or modalities should also provide supplemental table(s) that break this information down by each campus or modality, using the green +Add new Delivery Modality breakdown button.**

	Initially Enrolled	Graduated within 2 years	Graduated within 3 years	Graduated within 4 years	Total Students Graduated and Persisting to Graduation
<b>Total Number of Students in the ARY-5 Cohort</b>	81	60	69	73	81
<b>Delivery Modality</b>	Main Campus				

**Secondary Delivery Modality Name**

San Francisco Downtown

	Initially Enrolled	Graduated within 2 years	Graduated within 3 years	Graduated within 4 years	Total Students Graduated and Persisting to Graduation
<b>Total Number of Students in the ARY-5 Cohort</b>	25	23	25	25	25

**Delivery Modality**

Satellite Campus

**Secondary Delivery Modality Name**

San Jose Campus

	Initially Enrolled	Graduated within 2 years	Graduated within 3 years	Graduated within 4 years	Total Students Graduated and Persisting to Graduation
<b>Total Number of Students in the ARY-5 Cohort</b>	11	9	11	11	11

**Delivery Modality**

Satellite Campus

**Secondary Delivery Modality Name**

Sacramento Campus

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

**Delivery Modality**

Online Modality

**Secondary Delivery Modality Name**

MPA Online Program

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

	Initially Enrolled	Graduated within 2 years	Graduated within 3 years	Graduated within 4 years	Total Students Graduated and Persisting to Graduation
<b>Total Number of Students in the ARY-5 Cohort</b>	35	18	23	27	35

**11. Please define your program design length:**

Semesters

6

**12. Report the job placement statistics (number) for the year PRIOR TO the annual program survey year, of students who were employed in the “profession” within six months of graduation, by employment sector, using the table below. Programs with multiple campuses or modalities should also provide supplemental table(s) that break this information down by each campus or modality, using the green +Add new Delivery Modality breakdown button.**

**National or central government in the same country as the program** 2

**State, provincial or regional government in the same country as the program** 2

**City, County, or other local government in the same country as the program** 13

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

**Nonprofit domestic-oriented** 7

**Nonprofit/NGOs internationally-oriented** 0

**Private Sector - Research/Consulting** 0

**Private Sector but not research/ consulting** 10

**Obtaining further education** 0

**Military Service** 0

**Unemployed (not seeking employment)** 0

**Unemployed (seeking employment)** 2

**Status Unknown** 0

**Total** 36

**Delivery Modality** Main Campus

**Secondary Delivery Modality Name** On Ground Program

**National or central government in the same** 2

country as the program

State, provincial or regional government in the same country as the program 1

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

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

Nonprofit domestic-oriented 4

Nonprofit/NGOs internationally-oriented 0

Private Sector - Research/Consulting 0

Private Sector but not research/consulting 6

Obtaining further education 0

Military Service 0

Unemployed (not seeking employment) 0

Unemployed (seeking employment) 2

Status Unknown 0

Total 21

Delivery Modality Online Modality

Secondary Delivery Modality Name Online Program

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

State, provincial or regional government in the same country as the program 1

City, County, or other local government in the same country as the program 7

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

Nonprofit domestic-oriented 3

Nonprofit/NGOs internationally-oriented 0

Private Sector - Research/Consulting 0

Private Sector but not research/consulting 4

Obtaining further education 0

Military Service 0

Unemployed (not seeking employment) 0

<b>Unemployed (seeking employment)</b>	0
<b>Status Unknown</b>	0
<b>Total</b>	15

13. CHEA requires NASPAA to ensure that programmatic outcomes are provided on all public communication materials. Please copy and paste an URL link to where your program website presents employment and completion statistics (or other programmatic outcomes) to show student success. <https://www.usfca.edu/management/graduate-programs/public-administration/placement>

**14. Data Explanations:**

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

The MPA program has continued to be a leader regionally, nationally and internationally in cross sector management. While 19-20 and 20-21 enrollments were impacted by a competitive market, the suspension of our online program to focus on core strengths of on-ground high-touch and high-impact mission-aligned education, and the global pandemic, we remained a leaders and strong presence. During the pandemic particularly the program has shined. In Spring 2020 faculty offered deep expertise in online learning to the School of Management and the campus. They leveraged lesson from our online program and have quickly pivoted coursework to deliver quality online education to our on-ground students. They provided innovative approaches to online education with multiple methods of communication and participation to promote inclusivity within our student body. This was coupled by monumental efforts by our faculty and alumni to address the crisis. Many of our students helped lead alumnus and SF Mayor London Breed's Office of Emergency Response. Faculty including Rich Callahan, Anne Kronenberg, and Vipul Vyas were instrumental in the response to the crisis. Professor Callahan worked with each of the 58 counties in CA, and three city public health departments to address the specific community needs in each location, so no community is overlooked. This included investing in the number of public health staff and working within the established legal framework of public health departments to protect privacy. He has also been providing expertise on contact tracing. He spoke to the media on the rollout of Apple and Google's apps for contact tracing during the pandemic. He also developed a tip sheet for managing the crisis for the California State Association of Governments, Institute for Excellence in County Government.

Anne Kronenberg worked on the crisis both inside and outside of her classroom. In Anne's first class of the semester she asked the question: what are the characteristics of an effective leader? She has been able to integrate class talks from those such as Mitchell Katz, CEO of NYC Health + Hospitals, the largest public health care system in the United States; Richard Serino, former Deputy Administrator of FEMA under President Obama - currently working with Mayor Bill de Blasio; and Colleen Chawla (a graduate of USF MPA program) Director of the Alameda Healthcare Services Agency. Each of these speakers drew from personal experience illustrating the pivot leaders need to make during a crisis moving from "normal operations" into emergency management mode. The speakers highlighted the changes in their agencies human resource management, and the shift they had to make literally overnight in the way their organizations function. This was a valuable lesson for the students who learned organizational development theories in class readings, but were able to experience firsthand from three nationally renowned leaders the characteristics that make up an effective leader.

Vipul Vyas worked with Facebook and Stanford Medicine to launch a web platform to help facilitate planning, collaboration, and information exchange among healthcare professionals. He integrated this with our curriculum and MPA students were tasked to look for the latest research on a series of pressing topics such as new treatments, evolving symptom matrix, outcomes, and intervention protocols-particularly since front line doctors, nurses, and other support staff don't have time to find



and review these materials. The MPA students worked to identify these resources and post them on the collaboration site so that hospital and county planners can take advantage of the latest information from across the country and the world. The site is actively being used in the Bay Area and now also in North Carolina.

Our alumni also contributed in highly significant ways. A small representation of what they did during the crisis is provided below.

- Collen Chawla, MPA-HAS, Director, Health Care Services Agency, Alameda County: Led the County response to COVID-19, serving a diverse range of communities for 1.6 million residents. Guest lecturer for MPA Course on Organizational Behavior, Taught by Anne Kronenberg, April, 2020.
- Adrienne Bechelli, MPA, Chief Deputy, SF Department of Emergency Management: Described her work as 12-15 hours a day, seven days a week, working in the Emergency Operations Center, to communicate with people, getting all the decision-makers, coordinating between Health, Human Services, Homelessness, and others.
- Jessica Fuentes Pulido, Program Officer, The California Endowment: On the program team for emergency response grant funding for COVID-19 in underserved communities throughout California.
- Dylan Schneider, MPA, Chief Deputy, SF Department of Homelessness: Served as principle lead in the SF Emergency Operations Center for over 60 days, for coordinating and initiating efforts to address the needs of those without housing in responding to COVID-19.
- Anne Kronenberg, MPA, Adjunct Faculty, USF MPA Program: In Spring, 2020, as faculty and former Director of SF Department of Emergency Management, as faculty invited guest speakers directly working on COVID-19, including Mitch Katz, Director of the New York City Health Department and Colleen Chawla, Director of Alameda County's Health Care Agency.
- Shannon Shaw, MPA: Executive Director | Her Health First: was awarded a two-year, \$500,000 contract with the California Mental Health Services Authority (CalMHSA). The funding will be used to incorporate three new program components: community capacity-building, trauma-informed doula services, and lactation support services.
- Scott Kaplan, MPA, SF Department of Emergency Management: Staff for Department of Emergency Management.
- Miguel Ramirez, MPA, State Office of Emergency Services: Staff at OES
- Maggie Weiland, MPA, Executive Director, SF Entertainment Commission: Coordinating responses for COVID-19
- Maggie Weiland, MPA, Executive Director, SF Entertainment Commission: Coordinating responses for COVID-19
- Marissa Walsh, MPA, Campus Safety & Security Manager, YouTube LLC: Coordinating responses for COVID-19
- London Breed, MPA, Mayor, City of San Francisco: Leading the City of San Francisco through COVID-19

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

While there were some changes in our resource availability due to the pandemic, these were not substantive. Based on evaluation of competitive advantage, student recruitment pipeline and direct and indirect outcomes faculty made the strategic decision to suspend the online MPA program in 2019. This was outlined and summarized in an assessment memo and our loop closing document and made the program more nimble during the crisis. Our loop closing memo which touches on this matter is attached.

**16. If your program is being monitored on a specific Standard, you are required to provide updated information on the issue raised by COPRA in your decision letter each year until which you are notified that COPRA has removed the monitoring. Please refer to your most recent decision letter, available in the**

Documents tab, to review COPRA's request for ongoing information. Your program is being monitored on the following standards:

Standard 1.1	No
Standard 1.2	No
Standard 1.3	No
Standard 2.1	No
Standard 2.2	No
Standard 3.1	No
Standard 3.2	No
Standard 3.3	No
Standard 4.1	No
Standard 4.2	No
Standard 4.3	No
Standard 4.4	No
Standard 5.1	No
Standard 5.2	No
Standard 5.3	No
Standard 5.4	No
Standard 6.1	No
Standard 7.1	No
Monitored under old Standards	No

17. Upload any relevant exhibits or explanatory supplements here. You may upload as many supplements as necessary. However, you can only upload one file. You should combine multiple documents into one pdf for upload. (Optional for all programs)

Download

*End Accreditation Maintenance Report*

## Annual Program Survey

### Short Form

#### Undergraduate/ Doctoral Offerings

Does your school offer a PhD program? No

Does your school offer an No

## Undergraduate Major?

### Membership Level Data

If your school has more than one degree that falls under your NASPAA membership, you should aggregate the data for each degree into one response for these questions. You will only need to complete this section for your first degree program.

**18. Last fall semester/quarter, what was the number of each of the following? (use headcount, not FTE. If you have only FTE data, please indicate this in the Comments & Caveats section below.)**

**Total Instructional Faculty for your NASPAA degree program(s)** 10

**Total sections offered by your NASPAA degree program(s)** 13

**Percentage of those sections taught by full-time faculty** 70

### Tuition

For the following questions relating to tuition/fees, the program should provide data for a student enrolled on a FULL TIME basis. Please include all mandatory fees as well as tuition in your calculations. Do not include adjustments for financial aid offered to students. If appropriate, report the following separately (Private Institutions should report their tuition under Level 1):

- Level 1: The highest level of tuition (Typically for Out of State students)
- Level 2: For those programs with a second, lower tuition rate (Typically for In State students)

**19. What is the total, non-discounted cost (tuition/fees) for a Full Time Student who enrolled in fall of the survey year to complete the degree program?**

	Out-of-state	In-state
<b>Tuition</b>	45,220	45,220
<b>Fees</b>	200	200
<b>Total Cost</b>	45,420	45,420

### Financial Aid

For this survey, financial aid consists of tuition scholarships, assistantships, fellowships, or work-study support from your institution. This includes direct funding from your program or from other sources within the institution. Do not include loans or other assistance that must be repaid.

Indicate the percentage of students enrolled in the program who received financial aid. Enter separate percentages for Full-time, Part-Time, and International Students. Enter a whole number between 0 and 100 for 0% to 100%.

**20. % of Full-Time Students receiving Financial Aid** 29

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

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

### Program Level Data

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

23. Name of the School/ Department where the program resides School of Management, Department of Public and Nonprofit Administration

24. Indicate who the program is primarily designed to serve (select only one): d. Generally part-time with some full-time

25. Are evening or weekend classes available We have weekend but not evening classes

26. Approximately how many semesters/ terms would it take a full-time student to complete the program? 4 Semesters

27. In the area below, describe what is distinctive about this degree program that you would like prospective students to know. You may not refer to your programs US News and World Report rankings in this text box. (Limit 60 words)

MPA students at the University of San Francisco, a Jesuit Catholic university, are creating a more humane and just world. Students live and work in diverse communities with strong public engagement. Our public management program provides experiential learning and a schedule allowing working professionals to create work/life/school balance. Classes promote one-on-one attention and relationship building. Concentration available in healthcare administration.

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

29. If your program has a branch or satellite campus located in another state or country, please check off which location(s) your program is available. No

30. Admission Requirements (check all that apply):

Bachelors Degree Required

Letter of Recommendation Required

Resume Required

Standardized Tests Optional

GRE No

GRE Qualitative No

GRE Quantitative No

<b>GMAT</b>	No
<b>LSAT</b>	No
<b>TOEFL</b>	No
<b>Other Standardized Test</b>	No
<b>GPA</b>	N/A
<b>Statement of Intent</b>	Required
<b>Essay/Additional Writing Sample</b>	N/A
<b>Professional Experience</b>	N/A
<b>Interview</b>	Required
<b>Special Mission Based Criteria</b>	N/A
<b>Other</b>	N/A

**31. Please provide a short (300 characters) description of your programs admissions policy. (In this area you may talk about waivers, typical admits, and mission based admissions factors).**

MPA admissions involves a committee review of applications based academic qualifications and experience; we do not require standardized tests and look for mission-aligned students with potential to grow in the cross-sectional leaders of the next generation who can "change the world from here."

The following questions on enrollment data refer to the *current Fall*. For example, if you are filling out the 2017-2018 Annual Data Report you are reporting enrollment numbers for **Fall 2018**.

**32. What is the total number of new students entering the program in the fall?** 19

**33. What is the total number of students currently enrolled in the program?** 72

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

**a. Out-of-state students:** 3%

**b. International students:** 0%

**c. Female students:** 71%

**d. Part-time students:** 10%

**e. Persons of diversity** 69%

**35. How many degrees were awarded by this degree program during data report year** 36

## Long Form

### Membership Level Data

If your school has more than one degree that falls under your NASPAA membership, you should aggregate the data for each degree into one response for these questions. You will only need to complete this section for your first degree program.

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

a. Professor: 173,128

b. Associate Professor: 140,195

c. Assistant Professor: 132,037

**37. Please enter the staff FTE (Full-Time Equivalent) devoted to those functions (even if some staff perform multiple functions). Use 0 [zero] for functions without designated staff.**

a. Recruiting: 7.00

b. Admissions: 7.00

c. Student Advising: 8.00

d. Career Services: 3.50

e. Alumni: 2.50

f. Distance Learning  
Administrative Support: 0.00

**38. Health Insurance Fees: Do the mandatory fees included in the calculations of cost in non-discounted cost (tuition/fees) of the degree program, include health insurance?** No

**39. Were students accepted into the program offered Graduate/Teaching Assistantships this academic year?** No

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

### Program Level Data

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

**44. Your institution is:** A NASPAA Member

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

No

46. Is a Dual-degree option available to students?

47. What is the institution's academic calendar?

Semester

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

a. Required Courses:

38

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

English Only

50. Do you accept new students year round or just in the Fall each academic year?

a. We admit new students once a year, in the Fall only.

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

62

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

a. Out-of-state residents:

%34

b. International students:

%0

c. Female:

%71

d. Persons of Diversity

%74

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

0

54. What is the data source for your alumni data? (Check all that apply.)

University Alumni Office

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

6 months after graduation