

**EASTERN WASHINGTON UNIVERSITY**

**DEPARTMENT OF URBAN PLANNING, PUBLIC  
AND HEALTH ADMINISTRATION (UPPHA)**

**MASTER OF PUBLIC ADMINISTRATION**

**2013-2014 SELF STUDY REPORT**

# Table of Contents

Program Fact Sheet .....	4
Standard 1. Managing the Program Strategically.....	8
1.1 Mission Statement .....	8
1.2 Performance Expectations .....	9
1.3 Program Evaluation: .....	10
Standard 2. Matching Governance with the Mission .....	11
2.1 Administrative Capacity.....	11
2.2 Faculty Governance .....	12
Standard 3. Matching Operations with the Mission: Faculty Performance .....	13
3.1 Faculty Qualifications: .....	13
3.2 Faculty Diversity .....	15
3.3 Research, Scholarship and Service: .....	17
Standard 4. Matching Operations with the Mission: Serving Students.....	18
4.1 Student Recruitment: .....	18
4.2 Student Admissions:.....	19
4.3 Support for Students .....	21
4.4 Student Diversity:.....	24
Standard 5. Matching Operations with the Mission: Student Learning.....	26
5.1 Universal Required Competencies.....	27
5.2 Mission-Specific Required Competencies .....	28
5.3 Mission-Specific Elective Competencies .....	28
5.4 Professional Competence .....	30
Standard 6. Matching Resources with the Mission .....	31
6.1 Resource Adequacy: .....	31
Standard 7. Matching Communications with the Mission .....	32
7.1 Communications.....	32
Glossary: .....	36
APPENDIX A: Basis of Judgment and Examples.....	41
Standard 1. Managing the Program Strategically .....	41
Standard 2. Matching Governance with the Mission.....	44
Standard 3 Matching Operations with the Mission: Faculty Performance .....	46
Standard 4 Matching Operations with the Mission: Serving Students .....	51
Standard 5 Matching Operations with the Mission: Student Learning.....	54
Standard 6. Matching Resources with the Mission .....	60
Standard 7. Matching Communications with the Mission .....	62
APPENDIX B: Examples of Competency Statements .....	66

**Basic Information**

Name of institution seeking review: Eastern Washington University

Contact information at degree program:

Program Representative

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Contact information for Chief Academic Officer at institution:

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Please verify program is a member of NASPAA: **YES**

**Program Fact Sheet 1.28.10**

<b>I</b>	<b>DATA</b>
1. Title of degree	<b>Public Administration (MPA)</b>
2. Organizational Relationship of the Program to the Institution	<b>In a Business School</b>
3. Geographic Arrangement Program Delivery	<b>Satellite Campus</b>
4. Mode of Program Delivery: Check all that apply	<b>In person instruction In person instruction with online coursework available. (Hybrid)</b>
5. Number of students in degree program (Total)	<b>93</b>
6. Ratio of Full-Time Nucleus Faculty to Total Students (Auto-populates)	<b>5/93=0.054</b>
7. Number of Semester Credit Hours Required to Complete the Program	<b>40 Semester Credit Hours (60 quarter credit hours)</b>
8. List of Dual Degrees	<b>Master of Business Administration (MBA) Master of Social Work (MSW) Master of Urban and Regional Planning (MURP)</b>
9. List of Specializations	<b>None</b>

<p>10. Mission Statement</p>	<p>EWU's MPA program prepares its graduates to be reflective practitioners of public service by providing a high quality, professionally relevant, and theoretically grounded graduate education in public service administration.</p> <p>To support the achievement of this mission, the MPA program seeks students who will:</p> <ul style="list-style-type: none"> <li>• actively engage in professional development</li> <li>• endeavor to deepen critical thinking skills</li> <li>• seize opportunities to enhance communication skills</li> </ul> <p>MPA faculty members are:</p> <ul style="list-style-type: none"> <li>• accessible to their students</li> <li>• respectful of others</li> <li>• welcoming of diverse backgrounds and perspectives</li> <li>• actively engaged in research and public service</li> </ul> <p>The MPA program:</p> <ul style="list-style-type: none"> <li>• meets the needs of all students, including non-traditional and international students</li> <li>• accommodates the schedules of working professionals</li> <li>• promotes leadership through service to others</li> </ul> <p>(Approved by MPA PAC 2/20/13; Adopted by MPA Faculty Committee 2/27/13)</p>
<p>11. Indicate how the program defines its Academic Year Calendar (for the purposes of the Self Study Year)</p>	<p style="text-align: center;"><b>Fall, Winter, Spring, Summer</b></p>

<sup>1</sup> In a Stand Alone School, In a Center or Institute, In a Department of Political Science, In a Department other than Political Science, In a Business School, Other (Please explain)

<sup>2</sup> Main Campus, Satellite Campuses, both Main Campus and Satellite Campuses, no physical campus

<sup>3</sup> In person instruction, In person instruction with online coursework available. Primarily online (students have to come to campus at least once), Completely online (students never have to come to campus, Other (Please specify)

<sup>4</sup> International Affairs/Relations (IA/IR); Law (JD); Master of International Diplomacy; Master of Business Administration (MBA); Master of Community & Regional Planning; Master of Criminal Justice; Master of Environmental Studies; Master in Political Science; Master of Public Health (MPH); Public Policy/Administration/Management (MPP/MPA); Master of Social Work (MSW); Master of Urban Affairs and Planning; Master of Planning; Other (Please explain)

<sup>5</sup> None, Budgeting/ Finance, City/ Local, Criminal Justice, Economic Development, Education, Emergency, Environment, General/ Public Management, Health, Homeland/ National Security, Human Resources, Information Technology, International/ Global, Leadership, Nonprofit, Organizational Management, Public Policy Analysis, Public Sector, Self-designed, Social Policy, State, Survey Methods, Urban, Other (Please specify)

<sup>6</sup> Summer, Fall, Spring; Fall, Spring, Summer; Other: please specify

## **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. 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.

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

If yes,

Provide name of accreditor. **Northwest Commission on College and Universities**

List year of most recent recognition. **2012**

If no,

Provide name of quality assurance body (or bodies) that recognizes the institution and contact info.

When was your most recent recognition? (Select year)

When was the degree program established? **1974**

If the program is located outside the United States: **NA**

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.

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

If so, please explain.

### 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.

Eastern Washington University Student conduct Code was revised on January 4, 2014.

“STUDENT CONDUCT CODE WAC 172-121-010 Introduction.” states:

“Eastern Washington University is an academic community dedicated to providing instruction in higher education, advancing knowledge through scholarship and research, and providing related services to the community.

As a public institution of higher education, the university has a special responsibility to create and maintain an academic environment that promotes freedom of inquiry and expression while protecting the rights, opportunities and welfare of students, faculty, staff and guests. To achieve this, the university establishes rules, regulations, procedures, policies, and standards of conduct.

Through the student conduct code as well as other university policies and directives, the university sets forth specific behavioral and academic expectations for students and student organizations. It is the responsibility of each student to clearly understand and comply with those expectations. The responsibility for enforcement of the student conduct code rests with the university president.”

(Link: <http://access.ewu.edu/osrr/osrrpolicies/conductcode>)

### 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 would be to enter aggregate quantitative data into the online SSR and then upload 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, 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? **NO**

Does Exec Ed exist as a track within the degree to be reviewed? **NO**

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.

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Indicate the mode of program delivery that most accurately describes your program. Check all that apply. (Autopopulated)

**In person instruction**

**In person instruction with online coursework available. (Hybrid)**

Primarily online (students have to come to campus at least once),

Completely online (students never have to come to campus).

Other (Please specify)

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

**No**

Yes:

Name of site

Check One:

	<input type="checkbox"/> Some courses can be completed at this site <input type="checkbox"/> The entire program can be completed at this site
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Please describe any other unique delivery modalities the program employs, consortia, etc.

<b>NA.</b>
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## 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

### Rationale

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)**

EWU’s MPA program prepares its graduates to be reflective practitioners of public service by providing a high quality, professionally relevant, and theoretically grounded graduate education in public service administration.

To support the achievement of this mission, the MPA program seeks students who will:

- actively engage in professional development
- endeavor to deepen critical thinking skills
- seize opportunities to enhance communication skills

MPA faculty members are:

- accessible to their students
- respectful of others
- welcoming of diverse backgrounds and perspectives
- actively engaged in research and public service

The MPA program:

- meets the needs of all students, including non-traditional and international students
- accommodates the schedules of working professionals
- promotes leadership through service to others

(Approved by MPA PAC 2/20/13; Adopted by MPA Faculty Committee 2/27/13)

Link: <http://www.ewu.edu/cbpa/programs/public-administration/mission-statement>

**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)**

First, the MPA mission statement derives from the Program's part in fulfilling the mission and goals of the Department of Urban Planning, Public, and Health Administration where the MPA program is located.

The mission of the Department of Urban Planning, Public and Health Administration is to facilitate and promote a student centered learning environment where students can prepare for professional education with a focus on ethical and value based problem solving and service to communities through integrated cross-disciplinary education.

To achieve this mission, the department will:

- Seek to create and maintain professionally accredited programs;
- Engage students in collaborative and cross-disciplinary perspectives;
- Support faculty to maintain high levels of active participation in the university, their profession, and the community; and
- Seek to develop technically proficient citizens who are also broadly educated and can contribute to collaborative decision-making.

Second, the MPA Professional Advisory Council (MPA PAC) reviews and approves the MPA mission statement. MPAPAC is composed of alumni and other public service professionals in the community. The council considers both internal activities and external impacts of the MPA program. MPAPAC members participate in assessing the curriculum and other activities of the program and make recommendations to help it better serve the profession, community, region, state and nation. The council brings in public service professionals and alumni perspectives. The current MPA mission statement was reviewed and approved by the MPA PAC on 2/20/2013 and reaffirmed by the MPA PAC on 05/28/2014.

Third, the MPA Faculty Committee reviews and adopts the mission statement. The MPA Faculty Committee is comprised of all full time MPA faculty members, and the Committee meets frequently to discuss important issues of the MPA program and make decisions. The Dean and Department Chair are always invited to the committee meetings. The current MPA mission

statement was adopted by the MPA Faculty Committee on 2/27/2013.

As mentioned above, the MPA program involves faculty members and administrators as internal stakeholders and the MPA PAC members as external stakeholders (alumni, employers and practitioners) in the development and review of its mission statement and program learning goals through formal meetings. The mission statement is reviewed by the MPA PAC once a year. The program also seeks inputs from current students, alumni, adjunct faculty, and an external reviewer (during our 10 year program review) in reviewing the mission statement.

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

We emphasize the following public service values: (1) pursuing the public interest; (2) promoting transparency; (3) acting ethically; (4) demonstrating respect, equity and fairness in dealing with citizens and fellow public servants; and (5) acting as member of a community, not just incumbents in a job. These values are represented throughout the program mission, goals, governance, assessment, and curriculum.

These values are highly emphasized in the program mission and the following program goals: Goal 1: “...to professionally develop through reflective analysis of employment and educational experiences”; Goal 2: “... to develop a philosophy of public service administration practice”; Goal 6: “...to incorporate public values into decisions”; and Goal 7: “... to communicate effectively and interact productively with a diverse and changing workforce and citizenry.” “To articulate and apply a philosophy of public service administration practice” is identified as part of the student learning objectives.

These values are built in the program assessment and curriculum design. The capstone course PADM 602 Portfolio requires essays on students’ philosophy of practice and reflection on diversity and change. All the five public service values identified by our program are covered by existing course offerings. Specifically, PADM 503 Concepts and Values of Public Service is offered as a core course to address public service values. Other related courses include PADM 563 Public Sector Ethics and PADM 598 Diversity in Public Administration. The MPA Professional Advisory Council seeks to ensure that the Program operates in the public interest and maximizes community participation through program governance.

Illustrative Examples

Basis of Judgment

**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 1.1.5.

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 affairs, administration.

Our MPA Program goals are tightly related to its mission's purpose and public service values (Goals 1,2,6,7), to the program's stakeholders (Goals 1,2,6,7,8,9,10), and to the advancement of knowledge and skills in the profession (Goals 3,4,5,8,9,10).

Listed below are the goals of the various program options available through the graduate program in public administration. The goals of the dual degree programs should be read as additions to the goals of the basic MPA program. The goals of the basic and advanced public management certificates are subsets of the MPA goals.

#### **Master of Public Administration Degree**

The goals of the public administration graduate program are driven by our mission statement which is to prepare our graduates for leadership positions in public service by providing a high quality, professionally relevant and theoretically grounded graduate education in public service administration.

Goal 1: Provide students the opportunity to professionally develop through reflective analysis of employment and educational experiences.

Goal 2: Provide students the opportunity to develop a philosophy of public service administration practice.

Goal 3: Provide students the opportunity to gain knowledge and skills to lead and manage in public governance.

Goal 4: Provide students the opportunity to participate and contribute to the public policy process.

Goal 5: Provide students the opportunity to analyze, synthesize, think critically, solve problems and make decisions.

Goal 6: Provide students the opportunity to incorporate public values into decisions.

Goal 7: Provide students the opportunity to communicate effectively and interact productively with a diverse and changing workforce and citizenry.

#### **Dual Degree with Master of Business Administration**

Goal 8: The MPA Program will promote an understanding of the essential theoretical, practical, ethical, attitudinal, and knowledge based connections between the MPA and the MBA degree programs.

### **Dual Degree with Master of Social Work**

Goal 9: The MPA Program will promote an understanding of the essential theoretical, practical, ethical, attitudinal, and knowledge based connections between the MPA and the MSW degree programs.

### **Dual Degree with Master of Urban and Regional Planning**

Goal 10: The MPA Program will promote an understanding of the essential theoretical, practical, ethical, attitudinal, and knowledge based connections between the MPA and the MURP degree programs.

**Basic Public Management Development Certificate** (note the following goals are a subset of the goals of the MPA degree program)

Goal 1: The MPA Program will introduce students to the basic concepts and values of public service.

Goal 2: The MPA Program will provide an opportunity for students to develop skills in public service related to research approaches.

Goal 3: The MPA Program will provide students with the opportunity to understand the intra-organizational context of public administration.

**Advanced Public Management Development Certificate** (note the following goals are a subset of the goals of the MPA degree program)

Goal 4: The MPA Program will add to the basic program by providing students an opportunity to reflect on their strengths and weaknesses in public service administration knowledge and skills.

Goal 5: The MPA Program will add to the basic program by providing students an opportunity to increase their awareness and understanding of the external context of public administration.

Goal 6: The MPA Program will add to the basic program by providing students an opportunity to prepare for the job search process.

### **Health Services Administration (HSAD) Graduate Certificate**

Goal 1: The MPA Program promote an understanding of the essential theoretical, practical, ethical, attitudinal, and knowledge based connections between the HSAD and the MPA degree.

## Illustrative Examples

### Basis of Judgment

- 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.

## Self-Study Instructions:

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 their discussion of Standards 2 through 5 (how does the program's evaluation of their 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 their student learning outcomes feed into their assessment of their 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 affairs, administration.

The goals of the public administration graduate program are driven by our mission statement which is to prepare our graduates for leadership positions in public service by providing a high quality, professionally relevant and theoretically grounded graduate education in public service administration.

Goal 1: Provide students the opportunity to professionally develop through reflective analysis of employment and educational experiences.

Goal 2: Provide students the opportunity to develop a philosophy of public service administration practice.

Goal 3: Provide students the opportunity to gain knowledge and skills to lead and manage in public governance.

Goal 4: Provide students the opportunity to participate and contribute to the public policy process.

Goal 5: Provide students the opportunity to analyze, synthesize, think critically, solve problems and make decisions.

Goal 6: Provide students the opportunity to incorporate public values into decisions.

Goal 7: Provide students the opportunity to communicate effectively and interact productively with a diverse and changing workforce and citizenry.

The MPA program mission reads: "EWU's MPA program prepares its graduates for leadership positions in public service by providing a high quality, professionally relevant, and theoretically grounded graduate education in public service administration." Program Goals 2-7 are where we want our students to demonstrate proficiency. Program Goal 1 reflects the general

underlying goals in the MPA program mission statement which is to development reflective public administration practitioners.

Our MPA program emphasizes the following public service values: (1) pursuing the public interest; (2) promoting transparency; (3) acting ethically; (4) demonstrating respect, equity and fairness in dealing with citizens and fellow public servants; and (5) acting as member of a community, not just incumbents in a job. Program Goals 1, 2, 6, and 7 are linked to public service values in terms of philosophy of public service, leadership in public governance, diversity and changing workforce, citizenry, and, in general, the ability to develop professionally. Specifically, public values are emphasized in Goal 6.

Program Goals also support the mission's population students. The MPA program seeks students who will: (1) actively engage in professional development; (2) endeavor to deepen critical thinking skills; and (3) seize opportunities to enhance communication skills. Program Goals 1 and 2 are linked to professional development, Goal 7 is linked to communication skills, and learning objectives 2 through 5 are about skills in leadership, public policy analysis, critical thinking and problem solving.

In order to achieve the MPA program goals, the program faculty strives to advance the knowledge, research and practice of public administration. The Department of Urban Planning, Public, and Health Administration (where the MPA program is located) has its strategic plan that emphasizes providing quality professional education, research, and community service in and to the public sectors. Strategic Plan Goal 2 "Support, maintain, and enhance faculty and staff development" has its Outcome 1 as "All faculty are professionally active in teaching, research, and professional service", which is measured by four criteria: (1) Faculty seek to improve their teaching; (2) Faculty produce academic and professional publications; (3) Faculty are involved in professional organizations; and (4) Faculty are involved in the community.

"The Department of Urban Planning, Public, and Health Administration Policies and Procedures section 4.1 Faculty Responsibilities" indicates that "Although the primary function of a faculty member is teaching, he or she is also responsible for maintaining appropriate levels of scholarship/creative activity, and service to the community, university, college, and profession."

The EWU Office of Community Engagement connects the campus to the wider community through meaningful, reciprocal partnerships in order to enrich student learning, address critical community need and foster a culture of civic responsibility and community engagement. Currently the Office has more than 800 partners, including 122 government agencies and 271 non-profit organizations. The MPA goals and mission support the university-wide mission of community engagement and uses these university partnerships as opportunities for MPA students for public learning service.

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.

In accordance with the NASPAA standards, the MPA program has identified the following as its student learning objectives:

- demonstrate an ability to develop professionally through reflective analysis of

employment and educational experiences;

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

At Eastern Washington University, following the guidance provided by the Office of Academic Planning, each academic program is required to assess at least one student learning outcome per year. In the MPA program, achievement of each of the student learning objectives is also monitored through assessment of the students' work in one of the capstone requirements—the MPA portfolio. For example, one of the requirements in the portfolio is to write an essay in which the student describes his/her philosophy of practice. Another requirement is an essay on diversity and change. During the past five years, we have assessed the following student learning objectives:

- Develop professionally through reflective analysis of employment, public service, and/or educational experiences. (Assessment was conducted through reviewing a sample of MPA portfolios. Among the four performance characteristics – identifies strengths and weaknesses, addresses skills in the public administration profession, identifies MPA impacts, and addresses areas for further educational development - students met or exceeded expectations in all but the last one - “addresses areas for further educational development”. Actions have been taken to incorporate more relevant course materials in the course work. )
- Articulate how political, economic, social and legal contexts of public administration influence the management of public service programs. (Assessment on this learning objective was conducted based on the review of courses evaluations of PADM 503 Concepts and Values of Public Service, PADM 505 Public Policy Cycles, and PADM 515 Administrative Law and Regulation. It was found that all performance measures met or exceeded expectations in the following performance characteristics: students write favorably about the courses, course evaluation scores are good to excellent, and average course grades indicate student success.)
- Participate in and contribute to the public policy process. (Assessment on this learning objective was conducted twice and we constantly found student scores did not meet expectations. We also examined course evaluations for PADM505 Public Policy Cycles. The evaluations indicate that students thought this course contained good content and was well taught. Therefore, we believe this is due to instructions on PADM602 portfolio essays are not specific enough. We cannot be certain whether students can meet the set standards if we are not sure they understood what they were expected to do. It is recommended that the MPA program faculty revise the instructions for the PADM602 portfolio and work with students to ensure that they understand the expectations).
- Communicate effectively and interact productively with a diverse and changing workforce and citizenry. (Assessment was through review of students' MPA portfolios and the course grades of PADM 598 Diversity Issues in PA. We found that: a) Students addressed “communicating effectively” very well; b) Students addressed “diversity issue” well enough; c) Students addressed “change” not so well; and d) Students performed well in

PADM 598. We also concluded that using students' grades as a measure of performance was not effective. As a result, the program separated evaluation of "diversity" and "changing times", revised the essay assignments on relevant topics in the Portfolio course, and dropped the using of students' grades as a measure of performance.

In the past few years the MPA program has revised the MPA Portfolio reflective essay on professional development to specifically require that they address areas in which they need to develop further. The program has reworded the item on the portfolio assignment to address professional development, rather than educational development. Based on assessment findings, the MPA program plans to revisit the PADM 602 MPA Portfolio requirements and make needed changes to ensure the students understand the expectations.

The MPA program also participates in EWU College of Business and Public Administration Alumni Surveys. The most recent survey was conducted in early 2014. Out of about 150 MPA graduates since 2008, 39 responded to the survey, among whom 5 (13%) graduated in 2013, 3 (8%) in 2012, 16 (41%) in 2011, 5 (13%) in 2010, 8 (21%) in 2009, and 1 (3%) in 2008.

Among the survey respondents, 91% indicated they would strongly recommend the MPA program to a friend or family member. 9% said no. The primary reason they answered no was that the MPA program is not professionally accredited. This result reinforced our desire to seek accreditation with NASPAA.

Survey results also indicate that (1) the overwhelming majority are employed in professions related to their education; (2) the MPA program is quite often credited with helping them get their job or a higher level position; (3) the vast majority do find career advancement opportunities after completing the program; and (4) they see the MPA program as relevant to their job requirements.

[Illustrative example](#)

[Basis of Judgment](#)

## **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.**

[Rationale](#)

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

**A. Indicate relationship of the program to the institution**

Populated from Program Fact Sheet Pg 3

**B. Indicate Modes of Program Delivery**

Populated from Program Fact Sheet Pg 3

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)

**Mode of program delivery is primarily in person instruction, supplemented with an online learning platform (Canvas).**

The program offers one degree, the Master of Public Administration (MPA). However, there are several options available: the MPA/MSW, MPA/MBA, MPA/MURP are dual degree programs, the HSAD graduate certificate, which is recorded on students transcripts and the basic and advanced certificates in public management, which are not recorded on transcripts.

The general purpose of the MPA degree program is to prepare students for leadership positions in public service agencies and/or non-profit programs. The degree is a general management degree that provides a broad scope in general management focused mainly on the public sector.

The MPA and Master of Social Work (MSW) dual-degree program is designed for individuals who are interested in managing social service programs. The MSW degree is often required of persons working in state-run social service programs. It prepares individuals for professional positions designated to provide direct service delivery. The addition of the MPA provides an academic background for administrative challenges faced by managers of social service programs.

The MPA and Master of Business dual-degree program is designed for persons wanting to bring a business background to public service management or to acquire an understanding of government relations and dynamics to bring to business management. Because government agencies at all levels are engaging extensively in contracting with nonprofit and for-profit organizations, there is a growing need for individuals with backgrounds in more than one of the major sector of the economy and society. This dual degree supports that need.

The MPA and Master of Urban and Regional Planning (MURP) dual-degree is designed for individuals who want to serve either in administrative roles in public planning units or dual administrative and planning roles in smaller governmental units. Small governmental units often seek people who can serve more than one of their needs, while larger units require individuals who have professional planning skills and can assist in the administration of those units. This dual-degree meets the needs of both small and larger government jurisdictions.

The Health Services Administration (HSAD) graduate certificate is designed for individuals seeking administrative positions in public or non-profit health services programs. By combining the core MPA curriculum with the HSAD certificate, the health services specialization prepares students for the administrative challenges of health services delivery.

The basic and advanced Public Management Certificate are intended for students who are not seeking another master's degree, but are interested in broadening their knowledge of public management basics.

All of these programs require students to meet the same core course requirements and competencies of the basic MPA program.

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)

Dr. Ning Li is currently serving as the MPA Program Director. Dr. Dick Winchell is the chair of the Department of Urban Planning, Public and Health Administration. Dr. Martine Duchatelet is the Dean of the College of Business and Public Administration. The Program Director directly reports to the department chair who directly reports to the college dean.

Dr. Rex Fuller is Provost and VPAA of the University, who oversees all academic programs. Dr. Colin Ormsby is Vice Provost of Academic Planning, Graduate Programs, Grants and Institutional Research, who in particular oversees graduate programs at EWU.

The Department of Urban Planning, Public and Health Administration hosts programs in urban planning, public administration, and public health administration. Because of the diversity of programs within the Department, and the unique disciplinary and professional requirements for curricula, the administration of program areas is generally autonomous within the Department. The MPA program maintains full autonomy and control of curricula, program requirements and offerings, and has a separate budget. The Department Chair retains control of the budget in consultation with the Program Director.

As to the governance of the MPA program, Dr. Ning Li has been assigned 30% of his time to fulfill duties as the Program Director. He teaches 20 credit hours per academic year (standard workload is 28 credit hours for MPA faculty) with a 9 month contract. His duties as Program Director are to provide effective administration, fiscal management, program development, and general oversight for the program, including but not limited to: (1) Hold meetings of the MPA Faculty Committee; (2) Oversee student recruitment and retention. Serve as contact for interest applicants; review application packages and determine acceptance; (3) Coordinate the preparation of the MPA program schedule for each quarter; (4) Oversee MPA program assessment; (5) Represent the ideas, needs, and recommendations of the MPA program to the department Chair and the college Dean; (6) Supervise the placement of Graduate Service Assistants and oversee their work; (7) Confer with the MPA faculty on hiring of adjunct faculty and curriculum changes or modifications; and (8) Advise students.

The MPA program does not have a full time student advisor. The Department of Urban Planning, Public and Health Administration, where the MPA program is located, has a full time secretary. Along with other duties, she provides support to the MPA program with maintenance of current, prospective and inactive students' files, ordering of textbooks, general advisement to students, and processing of relevant paper works for the MPA program.

2.1.3 Describe how the governance arrangements support the mission of 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.

**Academic Affairs organizational chart**

[http://access.ewu.edu/Documents/HRRR/Org%20Charts/Academic\\_Affairs/Academic%20Affairs-2014-06-24.pdf](http://access.ewu.edu/Documents/HRRR/Org%20Charts/Academic_Affairs/Academic%20Affairs-2014-06-24.pdf)

### **CBPA organizational chart**

[http://access.ewu.edu/Documents/HRRR/Org%20Charts/Academic\\_Affairs/BusinessPublic%20Admin-2014-02-11.pdf](http://access.ewu.edu/Documents/HRRR/Org%20Charts/Academic_Affairs/BusinessPublic%20Admin-2014-02-11.pdf)

### **UPPHA organizational chart**

[http://access.ewu.edu/Documents/HRRR/Org%20Charts/Academic\\_Affairs/UrbPlan-2014-06-27.pdf](http://access.ewu.edu/Documents/HRRR/Org%20Charts/Academic_Affairs/UrbPlan-2014-06-27.pdf)

As mentioned earlier, the MPA Program Director reports to the UPPHA department chair who reports to the CBPA Dean. In terms of governance, the MPA program maintains full autonomy and control of curricula, program requirements and offerings, and has separate budgets.

Our program mission is to prepare its graduates to be reflective practitioners of public service by providing a high quality, professionally relevant, and theoretically grounded graduate education in public service administration. The MPA faculty are required to be accessible to their students, be respectful of others, be welcoming of diverse backgrounds and perspectives, and be actively engaged in research and public service.

The governance arrangements support the mission of Program and match the program delivery. The chain of command from the Program Director up to the chair and the dean and the provost is clearly defined and functions well. The nature of full autonomy leaves the administration of the program to a large extent in hands of faculty governance. The MPA program maintains five full time nucleus faculty members who have demonstrated competencies in teaching core and elective course in the program, contributed to the literature through scholarly research, and provided service to professional organizations and to local communities. Program delivery, MPA faculty offices, and Departmental offices and facilities are all located on one campus. One Program Director and a full time nucleus of faculty members, with the administrative support from the secretary, are sufficient to keep the program well-functioned and to ensure integrity and quality of the program.

### Basis of Judgment

#### **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 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: 5**

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

**2.2.1b: 9**

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
Maria Veronica Elias	Academically Qualified	Ph.D.	Teaching Governance Public Affairs Research Community Service
Mary Ann Keogh Hoss	Academically Qualified	Ph.D.	Teaching Governance Public Affairs Research Community Service
Ning Li	Academically Qualified	Ph.D.	Teaching Governance Public Affairs Research Community Service
Larry S. Luton	Academically Qualified	Ph.D.	Teaching Governance Public Affairs Research Community Service
Robert C. Zinke	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.**

As mentioned elsewhere, because of the diversity of programs within the Department of Urban Planning, Public and Health Administration where the MPA program is located, and the unique disciplinary and professional requirements for curricula, the administration of program areas is generally autonomous within the Department. The MPA program maintains full autonomy and control of curricula, program requirements and offerings, and has separate budgets.

The MPA Faculty Committee comprises of all five nucleus MPA faculty members including the Program Director. The Committee holds regular quarterly meetings and, when issues arise, the committee holds ad hoc meetings. There is also a tremendous amount of email exchanges among MPA faculty members, which involve discussion of program related issues and which includes all MPA Faculty Committee members, who are copied in the emails. The college dean and department chair are invited to the MPA Faculty Committee quarterly meetings.

Decisions on program and policy planning including allocation of resources are made at different levels of authority. The MPA faculty make decisions on the program curricular development and review, course schedule, admission policy and procedure, and student advising and evaluation. Resource allocation are monitored and decided at the department level or the college level with consultation from the MPA faculty.

Establishing degree requirements is largely under control by the MPA faculty. The MPA Faculty Committee frequently discusses issues related to degree requirements and once a change is needed, the committee sends proposals to higher authority. The department chair and the dean are involved in the decision making process.

The MPA faculty has full control on advising students based on current university policy and degree requirements. The MPA faculty also have determining influence on specifying curriculum and learning outcomes. The MPA Professional Advisory Council reviews and comments on specifying curriculum and learning outcomes proposed by the MPA faculty. In terms of awarding degrees, the University's Graduate Programs Office monitors student achievement and decides whether a graduate degree will be awarded based on degree requirements.

Making and implementing recommendations regarding admission, advising and evaluations of student is a routine job of the MPA Program Director, in consultation with the MPA nucleus faculty members. A large part of admission is done with the University's Graduate Programs Office. Students must file for advancement to candidacy prior to completing 30 credit hours of coursework. A candidacy form identifies two MPA faculty members who will sit on the student's oral exam committee. The chair of the committee also serves as the advisor for the student's research project or thesis.

Recruiting tenure track or tenured faculty members is done through ad hoc search committees. Normally search committees are comprised of MPA nucleus faculty members, a member from other programs within the department, and a member from the MPA Professional Advisory Council. The Department Personnel Committee makes promotion and tenure decision regarding MPA faculty members.

The department chair and the Department Personnel Committee work with full time faculty members in the department (including MPA faculty) regarding their individual Faculty Activity Plans, which define and ensure faculty performance. Hiring and performance evaluation of

part-time adjuncts are done through the MPA Faculty Committee.

**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.**

Dr. Ning Li has been assigned 30% of his time to fulfill duties as the Program Director. He teaches 20 credit hours per academic year (standard workload is 28 credit hours for MPA faculty) with a 9 month contract plus summer compensation. His duties as Program Director include effective administration, fiscal management, program development, and general oversight for the program, including but not limited to:

- Holding meetings of the MPA Faculty Committee;
- Overseeing student recruitment and retention. Serving as a contact for interested applicants; reviewing application packages and determining acceptance;
- Coordinating the preparation of the MPA program schedule for each quarter;
- Overseeing MPA program assessment;
- Representing the ideas, needs, and recommendations of the MPA program to the department Chair and the college Dean;
- Supervising the placement of Graduate Service Assistants and overseeing their work;
- Conferring with the MPA faculty on hiring of adjunct faculty and curriculum changes or modifications; and
- Advising students.

The administrative duties of the Program Director are rather coordinative than determinative. Decision making in the MPA program is generally conducted collectively with inputs from all nucleus faculty members.

**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**

Because of the nature of the full autonomy and control of curricula, program requirements, and offerings, the MPA program faculty have “substantial determining influence” in program governance, including but not limited to program and policy planning, degree requirements, curricular decision, admission of students, evaluation of student performance, and the awarding of degrees.

The Department of Urban Planning, Public and Health Administration has a tradition and commitment to strong faculty governance in academic matters and shared governance in administration of academic programs. Faculty members in the department are collegial.

## Standard 3 Matching Operations with the Mission: Faculty Performance

### [Rationale](#)

#### **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)

**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.

3.1.1 Name	Full or Part time	Academically Qualified, Professionally Qualified, or Other	Highest Degree Earned	Demonstrate their Academic or Professional Qualifications
---------------	-------------------------	--	-----------------------------	--

Maria Veronica Elias	Full time	Academically qualified	Ph.D.	Drop down menu (select all that apply) - 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
Mary Ann Keogh Hoss	Full time	Academically qualified	Ph.D.	- 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
Ning Li	Full time	Academically qualified	Ph.D.	- 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

Larry S. Luton	Full time	Academically qualified	Ph.D.	-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
Robert C. Zinke	Full time	Academically qualified	Ph.D.	-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

Check this box if this faculty member has received their PhD within the last five years and you are using those criteria to claim he/she is Academically Qualified.

**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)**

3.1.2 Academically and Professionally Qualified Faculty Info

Based on the Eastern Washington University Graduate Faculty Policy, qualified graduate faculty are:

“Faculty who excel in scholarship, teaching and research are essential for graduate education. The title of graduate faculty recognizes the particular professorial role in graduate education. At Eastern Washington University, the graduate faculty are responsible for conducting graduate education. Faculty members are eligible for recommendation for graduate faculty status if they:

1. Have demonstrated competence in teaching, scholarship, research or artistic creation, and/or skills appropriate to the faculty member’s special field within the five-year period preceding the nomination; and

2. Hold an earned doctorate; or hold a degree other than the doctorate recognized by the faculty in their academic department as a terminal or professional degree. “

The Graduate Faculty Policy makes the following exemption:

“Faculty who are endorsed by their departmental colleagues as having unique qualifying skills or experience needed by the department may be recommended as exemptions to this policy by the department chair to teach graduate courses, serve as a second or third member of a graduate committee or serve as a field supervisor. The faculty who receive these exemptions may perform the listed duties but are not considered graduate faculty. Faculty receiving exemptions are reviewed every five years.”

(EWU Graduate Faculty Policy, <http://www.ewu.edu/Documents/Grad/Grad%20Fac%20Def.pdf>)

All of the full time faculty members in the MPA program are academically qualified. Each holds a terminal degree in public administration or in a related field and each maintains scholarship activities to support his or her assigned teaching responsibilities. They remain current through attending annual conferences and through scholarly publications in the fields of their expertise.

The MPA program has four adjunct faculty members, all of whom are considered professionally qualified. The program uses “professional qualification” as an exemption for the adjunct faculty members to earn graduate faculty status at EWU. Each adjunct faculty member has a record of outstanding professional experience directly related to his or her teaching area. Each holds a graduate degree and has multiple years of working experience in leadership positions in the public sector.

**Provide information about how faculty qualifications match the competencies within the curriculum.**

**Provide the percentage of courses in each category that are taught by nucleus and full-time 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%**

3.1.3	N=	Nucleus Faculty	Full Time Faculty	Academically Qualified
All Courses	51	43/51=84.3%	84.3%	84.3%
Courses delivering required Competencies	32	28/32=87.5%	87.5%	87.5%

**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 Faculty Support

**New faculty orientation:** The university has an orientation day each Fall. The College has a retreat each Fall. The Department has periodic retreats and monthly meetings. The program has its own meeting schedule. Individual faculty and staff members provide assistance as is appropriate. The college and the department have policies and procedures manuals that are handed out. The college also has a faculty handbook that it provides to new and adjunct faculty.

**Faculty development activities:** All faculty members are welcome at the college's monthly Technology Enhanced Learning workshops. The university also has occasional teaching related workshops that all faculty members may attend. The EWU Scholarship of Teaching and Learning program (formally EWU's Teaching and Learning Center) provides numerous opportunities for faculty to learn about research, innovations, and techniques regarding this area. EWU's Office of Information Technology, provides workshops throughout the year addressing utilization of digital applications for the classroom. CBPA regularly provides sessions addressing teaching, learning, and research applications and technologies.

Based on the UFE/EWU Final "Collective Bargaining Agreement (CBA)", the University funds a pool each fiscal year with an amount equal to \$1,200 per tenure and tenure-track faculty member to be used for a variety of purposes, including travel to collections, attendance at national conferences and purchase of software or equipment. The university also provides other opportunities for research support – e.g., summer research grants. The current funding for faculty development is sufficient to meet faculty expectations for research.

**Funds available to support assessment and evaluation activities:** With the University experiencing severe limitations on present and future resources, we still feel we are being supported to the extent possible under this limited resource environment.

**Learning Resources and Facilities.** The MPA program takes advantages from its location at the University's Riverpoint campus shared with Washington State University (WSU) in Spokane. The Riverpoint Library has access to holdings in the main campus library of Eastern Washington University, the WSU library system, Summit, and electronic journals through ProQuest, Sage Journals Online, and JStor. Instructional equipment and classrooms are adequate to meet the needs for course scheduling. All classrooms are equipped with a smart system with a desktop computer and a projector. Conference rooms, faculty offices, and lounge spaces at the Riverpoint Campus are sufficient for learning activities.

As a member of the National Association for Schools of Public Affairs and Administration (NASPAA), faculty can access research reports on teaching in the field. By reading journals such as *PAR*, *Journal of Public Administration Research and Theory*, *Public Integrity*, *Journal of Public Affairs Education and Nonprofit Management and Leadership*, we keep up-to-date on research issues/topics/findings that are sometimes related to teaching and how individual integrate information and/or apply theory to practice. Dr. Luton is presently the Editor, of *Administrative Theory & Praxis*, which offers faculty an additional up-to-date access to research addressing learning or teaching.

[Clarifying Examples](#)  
[Basis of Judgment](#)

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

Rationale

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 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 <b>9</b>
	M	F	M	F	
<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	
Black or African American, non-Hispanic	0	0	0	0	0
American Indian or Alaska Native, non Hispanic/Latino	0	0	0	0	0
Asian, non Hispanic/Latino	1	0	0	0	1
Native Hawaiian or other Pacific Islander, non Hispanic/Latino	0	0	0	0	0
Hispanic/Latino	0	1	0	0	1
White, non-Hispanic/Latino	2	1	2	2	7

Two or more races, non Hispanic/Latino	0	0	0	0	0
Race and/or Ethnicity Unknown	0	0	0	0	0
Total	3	2	2	2	9
Disabled	0	0	0	0	0

\*See glossary for definition

*Non US-based*

3.2.2 b Faculty Diversity	FT		PT		Total
	M	F	M	F	
Total					

**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.**

**3.2.3 Current Faculty Diversity Efforts:**

The MPA program mission statement indicates that “EWU’s MPA program prepares its graduates to be reflective practitioners of public service by providing a high quality, professionally relevant, and theoretically grounded graduate education in public service administration. To support the achievement of this mission, PA faculty members are welcoming of diverse backgrounds and perspectives”.

The current Department of Urban Planning, Public and Health Administration Strategic Plan recognizes that “the department values diverse cultural and social perspectives.” GOAL 2 “Support, maintain, and enhance faculty and staff development” of the strategic plan sets the outcomes and measurements. Outcome 3 reads “A competent and diverse faculty with the appropriate combinations of professional and academic experiences.” Measurement of Outcome 3 includes: “Faculty who are capable of teaching across disciplines,” “Faculty who have professional as well as academic experience,” and “Faculty who improve the diversity of the Department.”

During the past two years, the MPA program has conducted two faculty searches for

tenure track or tenured positions. For each search, the advertisement was published in media that could be reached by diverse audience including women and minorities. We also included culturally diversity as part of the evaluation criteria to create an inclusive pool of candidates. Before search was conducted, the search committee members received training provided by the university human resource office and equal employment opportunity was an important part of the training. During the job interview, diversity has been one of the questions the search committee raised to the candidates. We ensured that a female and/or minority faculty member shall be included in the search committee. Women or minority candidates had the opportunity to meet separately with the women or minority faculty member(s) inside and outside the search committee.

Starting Fall 2013, Dr. Ning Li was hired as tenured associate professor and the MPA Program Director. His ethnicity background is Asian. Starting academic year 2014-2015, Dr. Courtney Jensen will be hired as assistant professor in public administration to fill the faculty line being vacated as a result of Dr. Larry Luton's retirement June 30, 2014. This results in a more diverse faculty team. The MPA faculty will have three females (two Caucasians and one Latina) and two males (one Caucasian and one Asian).

A more diverse faculty team brings to the MPA program diverse perspectives. The MPA faculty also frequently invite guest speakers to their classrooms to enhance diversity. This is part of the efforts to fulfill the program goal 7: "Provide students the opportunity to communicate effectively and interact productively with a diverse and changing workforce and citizenry." In addition, the MPA program has developed a new course PADM 598 "Diversity in Public Administration", which is being offered once a year. This course is designed to develop an awareness of the differences of others and approaches for how to address and honor those differences. The design of the course includes community member panel presentations representing various diverse groups and topics including disabilities, immigrants, gender orientation and LGBTs (lesbian, gay, bisexual, and transgender), and religious organizations, including Islam. Diversity issues and concepts are also addressed in other courses including PADM 509 through an examination of diversity issues and challenges in human resource management and in PADM 511 through consideration of the role that diversity plays in the formulation and exploration of organizational theories.

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

#### **3.2.4 Faculty Diversity over past 5 years**

Over the past 5 year, our MPA faculty has become more diverse in term of gender and ethnicity.

- 2009-2010: 2 white males, 2 white females, 1 Latina (Argentinian)
- 2010-2011: 2 white males, 2 white females, 1 Latina (Argentinian)
- 2011-2012: 2 white males, 2 white females, 1 Latina (Argentinian)
- 2012-2013: 2 white males, 1 white female, 2 Latina (Argentinian & Peruvian) – Dr. London (white female) retired from the position of full time faculty and Program Director. Dr. Apaza, a Peruvian, was hired as visiting assistant professor and as Program Director on one year contract (not tenure track).
- 2013-2014: 2 white males, 1 white female, 1 Latina (Argentinian), 1 Asian (Chinese)

male – Dr. Apaza’s term ended. Dr. Li, a Chinese, was hired as Program Director and associate professor with tenure.

- 2014-2-15: 1 white male, 2 white females, 1 Latina (Argentinian), 1 Asian (Chinese) male -- Dr. Luton retired from his position as full professor. Dr. Jensen will join the program as tenure track assistant professor.

The past five year evolution and the faculty composition for the future academic year have demonstrated significant improvement on faculty diversity.

Clarifying Examples

Basis of Judgment

**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

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 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 ONE exemplary activity for 5 of your nucleus faculty member’s (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
Maria Veronica Elias	Elías, M.V. (2013) <i>Life in State of Fear: The Secret in Their Eyes and the Recreation of a Shared World. Administration and Society</i> doi: 10.1177/0095399713509243.	Southgate Neighborhood Council	Supervision of PADM 519 Public Serving Learning (since the fall 2013); enhancement of placements and oversight of student volunteer work.

Mary Ann Keogh Hoss	Keogh Hoss, M. & Decker, K. S. (2013). When All Roads Lead to Rome: The Catholic Hospital Dilemma Impacts Entire U.S. Healthcare System. <i>Open Journal of Leadership, 2 (2)</i> , 106-109.	Served as the President of the Washington State Healthcare Executive Forum from 2011-2013 and Past president from 2013-2014. This is a state chapter of the American College of Healthcare Executives (ACHE).	
Ning Li	Cao, Cong; <b>Li, Ning</b> ; Li, Xia; and Liu, Li*. "Reforming China's S&T System," <i>Science</i> , 2013, 341(6145), 460-462 (DOI: 10.1126/science.1234206)  <i>*authors contribute equally to the article</i>	Applied research projects for GVB and Guam Rev&Taxation	Coordinating case studies in government-business relationship of local business
Larry S. Luton	<b>Qualitative Research Approaches for Public Administration.</b> M. E. Sharpe, August 2010.	Citizen Advisory Committee, Spokane Transit Authority, member, 2010-2012	Supervision of PADM 519 Public Serving Learning (until 2013-14) and PADM 603 Internship in Public Administration students
Robert C. Zinke	Bob Zinke, "Friendly Pariahs: Ralph Hummel and Dwight Waldo." Forum: Stories in Tribute: The Legacy of Ralph P. Hummel. <u>Administrative Theory and Praxis</u> . March, 2013. Pp. 151-153. DOI: 10.2753/ATP1084-1806350111	Member, Cheney-Spokane Portal Planning Committee. Spokane Transit Authority, 2012 – 2013.	Supervising various student grant proposal and development projects with non-profit, community and governmental organizations, required in PADM 525 Public Sector Grant Writing and Administration.

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

**3.3.2 List some significant outcomes related to these exemplary efforts**

**Dr. Maria Veronica Elias:** Research article published in prime journal of the field of Public Administration that calls for a wider understanding of the role of government in the individual's life, showcasing an international example and drawing lessons for the U.S. setting. Attendance of meetings at the Southgate Neighborhood Council, seeking help the neighborhood and its people. Student placements have been enhanced by expanding the pool of available volunteer opportunities. Joint work with the EWU's offices of Global Initiatives and Community Service Learning have helped monitor student's progress during their volunteer work and expose them to a hands-on learning experience.

**Dr. Mary Ann Keogh Hoss:** Annually the Regent of ACHE for the state of Washington which is always a

CEO of a large health system within the state of WA, visits the EWU Riverpoint campus to talk with students about workforce issues, where there are jobs, national healthcare trends as well as what is happening in the state at the legislative level related to health policy and the healthcare environment. This has beneficial in terms of students hearing from those very active in the field and running large healthcare organizations. It also provides direction in terms of questions related to the current environment in healthcare and health policy.

**Dr. Ning Li's** paper "Reforming China's Science and Technology System" was published in *Science* in 2013. This paper diagnoses problems with China's S&T system and calls for significant improvement in intergovernmental coordination, funding distribution, and performance evaluation. It has drawn nation-wide attention in China and triggered many discussions. Li's community service includes applied research in tourism industry for Guam's Visitors Bureau and in E-government performance for Guam's Revenue & Taxation. He was invited to serve as moderator at the will host a China Outbound Travel Market Symposium on May 22. Li is currently coordinating case studies of local business with an emphasis on the government-business relationship. Current MPA students are engaged in these case studies.

**Dr. Larry Luton:** Qualitative research text adopted by many PhD programs. Spokane Transit Authority added a "sustainability" element to its comprehensive plan. Over 10,000 student hours of voluntary service supervised in relationship to PADM519.

**Dr. Robert Zinke:** The article listed above, "*Friendly Pariahs: Ralph Hummel and Dwight Waldo*" is currently being used as a short thought piece for an online, Canvas discussion forum on 'bureaucracy and public administration theory', for the course PADM 511 Public Sector Organizational Theory and Dynamics. The work of the Cheney-Portal Planning Committee was incorporated into the larger, Comprehensive Regional Transportation Plan for the Spokane Transit Authority. During the past 5 years, the grant proposals written by students in PADM 525 Public Sector Grant Writing and Administration have brought in over \$500,000 in funds to the Spokane Community.

### Clarifying Examples

## **Standard 4 Matching Operations with the Mission: Serving Students**

### Rationale

#### 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**

From mission statement: "the MPA program seeks students who will:

- actively engage in professional development
- endeavor to deepen critical thinking skills
- seize opportunities to enhance communication skills."

Our MPA program takes advantage of being located exclusively in Spokane, WA. Spokane and Coeur d'Alene, Idaho form a metropolitan area with a population of approximately 600,000. Our program is the only MPA program serving this region.

- We are working on an updated brochure which has information on the program mission and course requirements.
- A GSA (Graduate Service Assistant) has been updating our website to ensure information on the website is current and accurate. Our website provides information on program overview, mission statement, admission process, degree options, course descriptions, student materials, and FAQs. At multiple places, our website also provides the link to EWU's Graduate Programs Office, where information on cost of attaining the degree can be found (<http://www.ewu.edu/grad/costs-and-fees>).
- The MAP program makes use of social media, such as Facebook, to broadcast program information, to recruit students, and to maintain relationship with program Alumni.
- We are trying to maintain our relationship with the Saudi Arabian Cultural Mission (SACM) to recruit students from the Middle East. We are also working to establish collaborative relationships with some Chinese universities in order to recruit students from China.
- The Program Director and the secretary reply to email inquiries from prospective students in a timely manner.
- We actively participate in all kinds of fairs and events where we can advertise and provide information about our program.

### Clarifying Examples

#### Basis of Judgment

**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.**

#### **4.2.1a Admissions Criteria and Mission:**

Admission decisions are based on careful review of the application package which contains:

1. A current resume;
2. A short career plan essay answering the following questions:
  - What does public or community service mean to you?
  - What have you done that shows public or community service is an important part of your life?
  - Why would you like to pursue or further develop a service career in public, non-profit, or health services administration?
3. Three letters of recommendation.
4. Official Transcript

The MPA program uses the resume, career plan essay and recommendation letters to decide whether the applicant will actively engage in professional development, will endeavor to deepen critical thinking skills and will seize the opportunities to enhance communication skills, as stated in our mission. Decisions are made based on one of the following:

- applicants’ bachelor’s degree work: cumulative GPA of at least 3.0 in the last 90 quarter or 60 semester graded credits of post-secondary coursework.
- completion of another master’s degree: proof of possession of another valid master’s degree
- applicants’ work experience: at least 10 years of increasingly responsible professional experience in public administration.

All students from non-English speaking countries must provide evidence of adequate proficiency in the English language. For example, a TOEFL score of 580 (237 CBT) or its equivalent.

In addition, all students must provide evidence of having attained a minimum level of education in two background subjects: U.S. domestic political institutions and statistical techniques with a minimal grade of 2.5 or “C”.

**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.)**

#### 4.2.1b Exceptions to Admissions Criteria

First, for admission based on undergraduate academic performance, if an applicant does not have a GPA of 3.0 or above, he or she may appeal to the Program Director. The Director will review such information as:

- A resume;
- Letters of recommendation;
- A combined verbal and quantitative score of 1000 and analytical writing score of 3 on the GRE;
- A GMAT score of at least 500 and/or successful completion of up to 12 credits in PADM courses with a minimum GPA in those courses of at least 3.30 under the "Test Drive." (In the test drive applicants will be given provisional admission and be allowed to take up to 12 quarter credits with permission of the director while completing all admission requirements).

The Program Director will recommend the student for full admission based upon a successful appeal.

Second, for applicants from non-English speaking countries, a student with a TOEFL score of between 550 and 580 may be admitted conditionally. In such cases, registration for classes is conditional upon having a program of English language study approved by the director in consultation with the International Education office.

Students with TOEFL scores of 525 to 550, (197-213 CBT), may be admitted to the University as post-baccalaureate students. As post-baccalaureate students they may register for classes and demonstrate their ability to do the work required of MPA students, but EWU permits no more than 12 pre-admission credits to be counted toward a graduate degree. The MPA Director determines whether the applicant should be granted admission to the program based in part upon their work as post-baccalaureate students.

Third, applicants who do not meet the background requirement expectations in U.S. domestic political institutions and/or statistical techniques may be granted provisional admission and will be granted full admission when they have them both completed. Course credits taken to satisfy background requirements may not be counted toward the MPA degree. Prospective students from natural science background often do not meet the U.S. domestic political institutions requirement, and those who are from the humanities, social sciences, and professional studies background often do not meet the statistics course requirement, or both.

Section 4.2.2a shows that, for the Fall of SSY, close to 60% of the admitted students were given "provisional admission." This percentage is somewhat misleading since actually, the main reason for those who were granted provisional admission was not that they failed to meet the admission qualifications, i.e., a GPA of 3.0 or above. Rather, it was because they were required to fulfill either the U.S domestic political institutions prerequisite or the statistics prerequisite or both. In fact, almost all of those students were granted full admission during their first or second quarters in the MPA Program.

The MPA Program started the policy of granting students who do not meet the background requirement expectations in U.S. domestic political institutions and/or statistical techniques

“provisional admission” in the Fall of 2013. This has turned out to be one of the reasons of the decreasing student population. The Program is considering some changes on this policy.

EWU allows up to 10% of exemption in admitting students with a GAP below 3.0. In the past, we had only a few students in this category. Almost all of them successfully passed the “test drive.”

**Complete the table below:**

4.2.1c Admissions Criteria (check all that apply)

Bachelors Degree:	<b>Required</b>	Optional
N/A Letter of Recommendation	<b>Required</b>	Optional
N/A Resume:	<b>Required</b>	Optional
N/A Standardized Tests	Required	<b>Optional</b>
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	<b>Required</b>	Optional
	N/A Minimum Required* <b>3.0</b>	
Statement of Intent	<b>Required</b>	Optional
N/A Essay/Additional Writing Sample	Required	Optional
<b>N/A</b> Professional Experience	Required	Optional
Number of years of Professional Experience :		<b>N/A</b>
Interview	Required	<b>Optional</b>
N/A		
Special Mission Based Criteria	Required	Optional
<b>N/A</b>		
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):**

<b>Total SSY Applicants</b>	<b>49</b>
<b>Total SSY Admits</b>	<b>30</b>
<b>Total SSY Enrollments</b>	<b>25</b>
<b>Fall SSY Total Full Admissions</b>	<b>10</b>

<b>Fall SSY Total Conditional Admissions</b>	<b>14</b>
<b>Fall SSY Total Full Enrollments</b>	<b>9</b>
<b>Fall SSY Total Conditional Enrollments</b>	<b>8</b>
<b>Fall SSY Total Pre-Service Enrollments</b>	<b>2</b>
<b>Fall SSY Total In-Service Enrollments</b>	<b>15</b>

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

FTE number of enrolled students: **58.47**

\*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.**

**4.2.2c Admitted/Enrolled Students and Mission**

As stated elsewhere, the MPA program requires applicants to submit a short career plan essay as part of their application packages. The essay must answer the following questions:

- What does public or community service mean to you?
- What have you done that shows public or community service is an important part of your life?
- Why would you like to pursue or further develop a service career in public, non-profit, or health services administration?

The MPA program uses the career plan essay, along with the applicant’s resume and recommendation letters, to judge whether the applicant has the willingness and potential to actively engage in professional development, to endeavor to deepen critical thinking skills, and to seize the opportunities to enhance communication skill, as stated in our mission. We want to ensure that the education received from our program is of high quality, is professionally relevant and theoretically grounded, and that graduates holding an MPA degree will have the qualifications needed to successfully hold leadership positions in the public sector.

The 2014 alumni survey reveals that 9% of our MPA program graduates are currently working for nonprofit organizations, 31% working for government, 34% working for education, and 17% working for business. According to the survey, 80% of our MPA alumni consider their current positions to be related to their study while at EWU.

[Clarifying Examples](#)

[Basis of Judgment](#)

**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)**

4.3.1 Academic Standards & Enforcement

Our MPA program offers a variety of channels to support students and to enforce academic standards, including an orientation course and two capstone courses. PADM 500 Personal Assessment is a seminar during the student's first quarter, which serves as orientation to the profession and to the program. Upon completion of the program, students are required to take two capstone courses: PADM 601 Research Project and 602 MPA Portfolio. PADM 601 is a research project in which a student improves and enhances a paper previously submitted as a term paper in a PADM course. PADM 602 is an advanced reflective praxis project in which a student develops a portfolio including his/her philosophy of practice, a reflective essay reviewing his/her knowledge, skills, aptitudes, attitudes, and abilities, an essay assessing his/her professional development while a student in the MPA, and his/her best work in the MPA Program. Both the research project and the portfolio are presented and discussed as part of the comprehensive oral exam process for the MPA degree.

Students have sufficient opportunities to obtain advisement from MPA faculty. Students have the opportunity to receive initial advising from the Director upon admission to the program when they also discuss an initial plan of study. When a student advances to candidacy, he/she chooses a chair for his/her oral exam committee. The chair then serves as the student’s academic advisor. In addition, all faculty keep regular, posted office hours, to make themselves available for advising students. Email exchanges for advisement are intensively used.

**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)**

#### **4.3.2 Support Systems & Special Assistance**

The University’s Graduate Programs Office monitors student performance in their course work. Once a student with a GPA of lower than 3.0 is identified, the Office notifies the student as well as the Program Director. During the self-study year, there was only one such case. The Program Director promptly met with the student and advised her to make some changes in her academic plan in order to regain competency for the course work.

In other cases, a MPA faculty member may find that one or more students in his/her class are receiving very low grades on their assignments, which will lead to a failing grade for the course. The faculty member figures out the true reason for that and helps students find a solution. One recent case was when a faculty member found several international students in her class showed inadequate levels of English and failed in a few written assignments. The MPA faculty discussed the case in an ad hoc faculty meeting and they also met with the University’s English Language Institute that is in charge of ESL education. The MPA faculty reached the conclusion that we should recommend these students drop the class and take additional English training courses. All of the students followed the recommendation.

Throughout their program, the MPA students are treated as adults capable of making their own life decisions. We offer advising to assist them in their decision-making process regarding their academic and, periodically, their professional careers or career choices.

**4.3.3a Below, using the SSY-5 cohort<sup>7</sup>, indicate the cohort’s initial enrollment numbers, how many of those enrolled graduated within the program design length, and within 150% and 200% of program design length. Note that the numbers in each successive column are cumulative, meaning that the number of students in the column for 200% of degree length should include the numbers of students from the 150% column, plus those that graduated within 150-200% of program length.**

4.3.3a	Initially Enrolled	Graduated within Degree Program Length	Graduated in 150% of Degree Program Length	Graduated in 200% of Degree Program Length
Total Number of Students in the SSY-5 Cohort	<b>43</b>	<b>9</b>	<b>18</b>	<b>20</b>

<sup>7</sup> 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.

**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)

#### 4.3.3b Completion Rate additional information/ explanation

Our MPA Program has a design length of 18 months for full time students. For the SSY-5 cohort, 21% of the enrolled students graduated within 18 months, 42% graduated in 27 months, and 47% graduated within 36 months. One student finished her program in 45 months and 3 are still active and are trying to finish their programs. 44% of the SSY-5 cohort either dropped from the program or simply became inactive.

Based on what we have observed, following are main reasons that students drop from or become inactive in the Program:

1. **Change of job responsibilities.** Some may decide to stop coming to school so that they can concentrate on their job duties. This normally happens when a student has some significant changes in his/her job responsibility.
2. **Job relocation.** Some students had to relocate to another place which made it inconvenient for him/her to continue the program.
3. **Family.** Students may move to another county or state with his/her spouse. Or, female students may be pregnant and decide to stop coming to school.
4. **Financial Issues.** Some may lack enough financial support and drop.
5. **Unsatisfactory performance.** We have a few cases that students could not successfully complete the capstone courses (PADM 601 and PADM602) and pass the oral defense.

**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 MPA program does not have a full time student advisor. Career counseling and professional development services are largely done individually through advisement services provided by faculty members during and outside their office hours.

Many exercises in class are relevant to whatever career options students may pursue. Our faculty members utilize a variety of methods and approaches to present materials in their courses designed to provide students with an educational experience that relates to their career options. Students participate in team building exercises requiring cooperation and development of interpersonal skills. Students are required to submit written assignments focusing and reflecting on 'real world' issues and problems.

PADM 500 Personal Assessment is normally the first course students take in the program. It requires that any student who does not hold a public sector position should meet with a public official for several hours to discuss responsibilities and job tasks for a position in the public sector, and skills and knowledge needed in such a position. In many cases the public official becomes a mentor for the student in his/her future career.

Career Services at EWU provides free one-on-one counseling and advising to students by appointment. Appointments are typically from 30 minutes to an hour in length, and can encompass a variety of career topics, including but not limited to:

- Writing resumes and cover letters;
- Preparing for interviews;
- Networking with professionals;
- Searching for jobs and internships;
- Exploring career possibilities; and
- Assessing student's preferences and interests.

**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) Internship Requirement**

Internship is not a required core course in our MPA program. Instead, the MPA program has a required course PADM 519 Public Service Learning Field Experience in which students are required to demonstrate that they have completed at least 100 hours of voluntary service with an agency or organization that provides public service.

The MPA program does provide internship opportunities through PADM 603 Internships in Public Administration which is an elective course for 2-8 credit hours. It is a guided field placement with a public agency. Students may choose to enroll for multiple times.

The purpose of the internship course is to provide qualified students with the opportunity to gain experience in public administration through placement in government agencies and nonprofit organizations under supervision of administrative practitioners. Once a student is placed in an internship, the instructor will discuss the course requirements with the agency and will confer periodically with the agency on the progress of the intern. The agency will assign an official to supervise the intern and evaluate his/her performance. The intern will work at the agency for enough hours (50 hours per credit registered) and, upon completion of the internship, submit to the instructor a reflective internship essay comprised of a description of internship activities, how the internship experience fit with MPA course materials, what s/he learned from the experience, and a self-evaluation. If appropriate, the intern may also be expected to submit samples of documents demonstrating their internship work.

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

6

**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

**Fall 2013**

Student: Elizabeth Backstrom

Credit Hours: 4

Agency: Institute for Public Policy and Economic Analysis, EWU

Supervisor: Scott Richter, MPA

**Winter 2014**

Student: Lama Alquhais

Credit Hours: 4

Agency: Spokane Community College, Office of Global Education

Supervisor: Lisa Avery, PhD

Student: Amitti Mackey

Credit Hours: 3

Agency: Make-A-Wish Foundation

Supervisor: Angela Geiss

Student: Allegra Bailey

Credit Hours: 4

Agency: City of Spokane Parks, Urban Forestry Program

Supervisor: Angel Spell

**Spring 2014**

Student: Lama Alquhais

Credit Hours: 4

Agency: Spokane Community College, Office of Global Education

Supervisor: Lisa Avery

Student: Amitti Mackey

Credit Hours: 2

Agency: Make-A-Wish Foundation

Supervisor: Angela Geiss

**Summer 2014:**

Student: Mram Almohmadi

Credit hours: 3

Agency: West Central Episcopal Mission  
Supervisor: Tracey Waring, MSW

**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**

EWU's Career Service Office has knowledgeable and friendly staff members to assist students' internship and job search. They also provide advising service on writing resumes and cover letters and on interview skills.

The MPA program has a required core course PADM 517 Professional Employment, which is a seminar offered as a student's graduation approaches. It focuses on transition into the job market, giving students experience in résumé preparation, hiring practices and interview techniques from the perspective of both the employer and prospective employee. Additional topics to be covered include personnel system reform efforts, handling of stress in the workplace and ethical issues which commonly arise. Other courses such as PADM 509 Public Personnel Management, PADM 511 Public Sector Organization Theory and Dynamics, and PADM 515 Administrative Law and Regulation advise student from different perspectives.

The internship instructor is available to advise students interested in pursuing an internship with a public agency to address any questions or concerns.

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

#### **4.3.4a(5) Internships and Mission**

Our internship course provides qualified students with the opportunity to gain experience in public administration. Students are placed in government agencies and related organizations and work under the supervision of a management official. Students must consult with the Internship coordinator prior to enrolling.

The internship course in our MPA program has the following student learning objectives:

- To help students get real-world experience of public administration in a professional environment.
- To encourage students to apply knowledge learned in class to the day-to-day job needs in public administration.
- To build up and expand students' contacts within government agencies, nonprofit organizations, and private enterprises.

Each of the above objectives reflect our program mission which is to prepare our “graduates for leadership positions in public service by providing a high quality, professionally relevant, and theoretically grounded graduate education in public service administration.” Gaining real world experience, applying skills and knowledge gained from the MPA education, and building up contacts with public sectors are all crucial to future career development for leadership positions in government agencies, nonprofit organizations, and even private sectors. Internship gives students opportunities to practice their philosophy in public service and to prove their abilities and skills in participating in policy process, in real world problem solving, and in effective communications.

Our 2014 Alumni Survey indicates that 18% of the graduates who did not hold a job before enrollment in our program found their jobs later through internship experience.

**Report the job placement statistics (number) for 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.)

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	8
City, County, or other local government in the same country as the program	5
Foreign government (all levels) or international quasi-governmental	1
Nonprofit domestic-oriented	4
Nonprofit/NGOs internationally-oriented	0
Private Sector - Research/Consulting	2
Private Sector but not research/consulting	6
Military	0
Obtaining further education	0
Unemployed seeking employment	2
Unemployed not seeking employment	0
Status Unknown	6
Total Number of Graduates	35

[Clarifying Examples](#)  
[Basis of Judgment](#)

#### **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 SSR, 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.

**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)**

##### 4.4.1 Ongoing "Diversity" Activities:

- The MPA program has developed an elective course, PADM 596 Diversity in Public Administration. It has been offered once a year. It was designed specifically to demonstrate to students the diversity of others, including professionals in the field.
- Faculty incorporate culture readings from diverse members of the profession.
- Various courses in PADM have included diversity among the criteria used in identifying guest speakers.
- In the required core course PADM 519 Public Service Learning, students are required to demonstrate that they have completed at least 100 hours of voluntary service with an agency or organization that provides public service. Students volunteer themselves in all kinds of public agencies.
- Another core course PADM 500 Personal Assessment requires that any student who does not hold a public sector position should meet with a public official for several hours to discuss responsibilities and job tasks for a position in the public sector, and skills and knowledge needed in such a position. Students conduct interviews in various public agencies and non-profit organizations.
- The already diversified faculty team bring diverse perspectives and interests which benefit

the students.

- The College encourages faculty members to attend workshops on diversity related topics (i.e., cultural sensitivities).

**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 between programs, given mission-oriented “audience” and stakeholders, target student populations, etc.) (Limit 250 words)**

#### 4.4.2 Program Recruitment Diversity Activities

The MPA program does not have a specific goal for enhancing student diversity. The Program primarily serves the population of Spokane and its surrounding areas. This is a predominantly white area; minorities combined make up less than 15% of the total population. Our records show that students in the MPA Program are more diverse than the population of Spokane county.

In addition, we do interact and communicate with staff of EWU International Projects, a division of International and Educational Outreach. We receive information about and offer support for potential international students interested in the program. We also have admitted numerous students from outside the U.S. including Saudi Arabia and Afghanistan. The MPA Program has hosted two Edmund Muskie Fellowship scholars from two countries that were formerly part of the Soviet Union and two visiting scholars from China. We also provide program information at various information forums.

**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.**  

**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).

**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."**

4.4.3a Ethnic Diversity – Enrolling Students	Self-Study Year Minus 1		Self-Study Year		Total	
	Male	Female	Male	Female	Male	Female
Black or African American, non-Hispanic	4	1	3	0	7	1

American Indian or Alaska Native, non Hispanic/Latino	1	1	1	0	2	1
Asian, non Hispanic/Latino	0	2	0	1	0	3
Native Hawaiian or other Pacific Islander, non Hispanic/Latino						
Hispanic/Latino	3	3	4	6	7	9
White, non-Hispanic/Latino	22	36	13	30	35	66
Two or more races, non Hispanic/Latino	0	4	0	3	0	7
Nonresident alien	7	3	5	6	12	9
Race and/or Ethnicity Unknown	3	2	1	2	4	4
Total	40	52	27	48	67	100
Disabled						

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

Please note that data in 4.4.3a are not for academic years but for the Fall quarters of 2012 and 2013.

Overall the student population in our MPA Program is diverse. This pattern can be verified through a comparison with the demographics of the State of Washington and of Spokane County (where almost all the MPA students reside). The racial makeup of the State of Washington, the Spokane County, and of the students in our MPA program is as follows (State and County data are from U.S. Census):

- Hispanic/Latino – 11.9%, 5.0%, and 9.6%;
- American Indian or Alaska Native – 1.9%, 1.7%, and 1.8%;
- Asian – 7.9%, 2.3%, and 1.8%;
- Black/African American – 4.0%, 1.9%, and 4.8%;
- White – 71.0%, 86.0%, and 60.5%;
- Two or more races – 4.4%, 3.7%, and 4.2%.

Apparently students in the MPA Program are more diverse than the population of Spokane county.

Our MPA program is also diverse in the global context. 12.6% of our student population are non-resident aliens from Saudi Arabia and other countries.

Regarding diversity in gender, 40% of the students in the MPA program are males and 60% are females.

**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. Not Applicable to our program.**

4.4.3b Ethnic Diversity – Enrolling Students	Self-Study Year Minus 1		Self-Study Year		Total	
	Male	Female	Male	Female	Male	Female
Total						

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

Not Applicable to our program.

[Clarifying Examples](#)

[Basis of Judgment](#)

### Standard 5 Matching Operations with the Mission: Student Learning

[Rationale](#)

[Basic Assumption](#)

**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 at the bottom of the online web form. 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)?<sup>8</sup> Limit 500 words each.**

#### **To lead and manage in public governance**

The goals of the public administration graduate program are driven by our mission statement which is to prepare our graduates for leadership positions in public service by providing a high quality, professionally relevant and theoretically grounded graduate education in public service administration. Our program goals that align with the universal competency "to lead and manage in public governance" are:

**Goal 1:** Provide students the opportunity to professionally develop through reflective analysis of employment and educational experiences.

**Goal 2:** Provide students the opportunity to develop a philosophy of public service administration practice.

**Goal 3:** Provide students the opportunity to gain knowledge and skills to lead and manage in public governance.

The following courses cover this competency:

- PADM 509 Public Sector Personnel Management (Core Course)
- PADM 511 Public Sector Organization Theory and Dynamics (Core Course)
- PADM 515 Administrative Law and Regulation(Core Course)
- PADM 596 Public/Private Partnerships in a Global Context (Elective)
- PADM 598 Administrative Leadership (Elective)

This competency is defined, overall ,as follows:

- Demonstrate a working knowledge of Human Resource Management policies and techniques
- Demonstrate a working knowledge of traditional personnel functions of recruitment, selection, training, motivation, compensation, evaluation, discipline, and termination of employees.
- Demonstrate a working knowledge of constitutional, statutory, and regulatory constraints on managerial and personnel decisions.
- Demonstrate a working knowledge of different managerial approaches associated with various theoretical metaphors of organization—machine, organic, brain, culture, psychic prison, political, flux and transformation, and domination
- Demonstrate a working knowledge of basic approaches to organizational change and development.
- Demonstrate a working knowledge of the ways public managers adapt to changing societal values and environmental circumstances
- Demonstrate a working knowledge of basic rule-making procedure and adjudicatory practice in administrative agencies;
- Demonstrate a working knowledge of various approaches to the management of public/private partnerships
- Demonstrate a working knowledge of various approaches to administrative leadership in public organizations

### **To participate in and contribute to the public policy process**

The goals of the public administration graduate program are driven by our mission statement which is to prepare our graduates for leadership positions in public service by providing a high quality, professionally relevant and theoretically grounded graduate education in public service administration. Our program goals that that align with the universal competency "to participate in and contribute to the public policy process" are:

**Goal 1:** Provide students the opportunity to professionally develop through reflective analysis of employment and educational experiences.

**Goal 2:** Provide students the opportunity to develop a philosophy of public service administration practice.

**Goal 4:** Provide students the opportunity to participate and contribute to the public policy process.

The following courses emphasize this competency:

- PADM 505 Public Policy Cycles (Core Course)
- PADM 507 Public Policy Analysis (Core Course)

- PADM 513 Public Planning and Budgeting (Core Course)
- PADM 561 Public Sector Ethics (Elective)

This competency is defined, overall, as follows:

- Demonstrate a working knowledge of the policy making process under different politically, economically, and culturally-defined systems of governance
- Demonstrate a working knowledge of the various approaches to policy formation, implementation and evaluation within alternative models of local governance
- Demonstrate a working knowledge of alternative discourses of agenda formation and legitimation
- Demonstrate a working knowledge of basic approaches to policy argumentation and to the analysis and evaluation of policy arguments
- Demonstrate a working knowledge of the ways in which alternative policy options can be evaluated and compared according to alternative policy criteria
- Demonstrate a working knowledge of different policy analytic methods and their suitability for use within different policy arenas and for specific policy problems under consideration
- Demonstrate a working knowledge of the budgeting process and the effects of political dynamics on that process
- Demonstrate a working knowledge of the various methods, techniques and approaches used to allocate resources in the public sector
- Demonstrate a working knowledge of the ways in which both individual and collective judgments can be evaluated in public organizational and policy settings according to ethical criteria regarding *right conduct* and *the good society*

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

The goals of the public administration graduate program are driven by our mission statement which is to prepare our graduates for leadership positions in public service by providing a high quality, professionally relevant and theoretically grounded graduate education in public service administration. Our program goals that align with the universal competency "to analyze, synthesize, think critically, solve problems and make decisions" are:

**Goal 1:** Provide students the opportunity to professionally develop through reflective analysis of employment and educational experiences.

**Goal 2:** Provide students the opportunity to develop a philosophy of public service administration practice.

**Goal 5:** Provide students the opportunity to analyze, synthesize, think critically, solve problems and make decisions.

The following courses emphasize this competency:

- PADM 501 Public Administration Research Approaches (Core Course)
- PADM 503 Concepts and Values of Public Service (Core Course)
- PADM 507 Public Policy Analysis (Core Course)

- PADM 513 Public Planning and Budgeting (Core Course)
- PADM 515 Administrative Law and Regulation (Core Course)
- PADM 563 Ethics in the Public Service (Elective)

This competency is defined, overall ,as follows:

- Demonstrate a working knowledge of the various ways that *theory* and *practice* are intertwined in the field of public administration
- Demonstrate a working knowledge of the basic elements of a research design, i.e. problem statement, literature review, and research methodology
- Demonstrate a working knowledge of various qualitative, quantitative, and mixed approaches to research in the field of public administration,
- Demonstrate a working knowledge of various approaches to the analysis and critique current public administration research,
- Demonstrate a working knowledge of the ways that different theories, concepts and values have shaped public administration as a profession and as a discipline of study
- Demonstrate a working knowledge of how one’s own value systems, conceptualizations, and social mores affect their approach to research and to public service
- Demonstrate a working knowledge of how one’s own values shapes her/his approach to policy analysis, policy formulation and the selection of policy decision alternatives
- Demonstrate a working knowledge of the various analytical skills needed to analyze and construct a public budget
- Demonstrate a working knowledge of the basic elements of a legal case and the basic approaches to legal analysis and interpretation as they relate to administrative practice
- Demonstrate a working knowledge of the construction of administrative case-studies and the ways such studies can clarify ethical decision-making in administrative and policy contexts

### **To articulate and apply a public service perspective**

The goals of the public administration graduate program are driven by our mission statement which is to prepare our graduates for leadership positions in public service by providing a high quality, professionally relevant and theoretically grounded graduate education in public service administration. Our program goals that that align with the universal competency "to articulate and apply a public service perspective" are:

**Goal 1:** Provide students the opportunity to professionally develop through reflective analysis of employment and educational experiences.

**Goal 2:** Provide students the opportunity to develop a philosophy of public service administration practice.

**Goal 6:** Provide students the opportunity to incorporate public values into decisions

The following courses cover this competency:

- PADM 500 Personal Assessment (Core Course)
- PADM 501 Public Administration Research Approaches (Core Course)
- PADM 503 Concepts and Values of Public Service (Core Course)

- PADM 505 Public Policy Cycles (Core Course)
- PADM 507 Public Policy Analysis (Core Course)
- PADM 519 Public Service Learning Field Experience (Core Course)
- PADM 561 Public Sector Ethics (Elective)

This competency is defined, overall ,as follows:

- Demonstrate a working knowledge of the ways that the public service perspective is exemplified in at least one public sector or not-for-profit career role
- Demonstrate a working knowledge of the ethical responsibilities of conducting research,
- Demonstrate a working knowledge of the ways one’s lived experience has been influenced by the concepts and values of public service.
- Demonstrate a working knowledge of the ways public administrators serve the communities in which they are employed
- Demonstrate a working knowledge of the effects of administrative actions on the rights of individuals, both citizens and public employees
- Demonstrate a working knowledge of civic participation and commitment to service and civic responsibility.
- Demonstrate a working knowledge of the challenges and rewards of public service through a service learning experience
- Demonstrate a working knowledge of public service through written reflection upon a specific public service oriented activity
- Demonstrate a working knowledge of basic ethical concepts, frameworks and theories considered and applied in public sector situations.

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

The goals of the public administration graduate program are driven by our mission statement which is to prepare our graduates for leadership positions in public service by providing a high quality, professionally relevant and theoretically grounded graduate education in public service administration. Our program goals that that align with the universal competency "to communicate and interact productively with a diverse and changing workforce and citizenry" are:

**Goal 1:** Provide students the opportunity to professionally develop through reflective analysis of employment and educational experiences.

**Goal 2:** Provide students the opportunity to develop a philosophy of public service administration practice.

**Goal 7:** Provide students the opportunity to communicate effectively and interact productively with a diverse and changing workforce and citizenry.

The following courses cover this competency:

- PADM 501 Public Administration Research Approaches (Core Course)
- PADM 503 Concepts and Values of Public Service (Core Course)
- PADM 507 Public Policy Analysis (Core Course)
- PADM 511 Public Sector Organizational Theory and Dynamics (Core Course)

- PADM 598 Diversity Issues in Management (Elective)

This competency is defined, overall ,as follows:

- Demonstrate a working knowledge of approaches and methods of presentation that effectively communicate complex, or statistically derived, analytical and empirical conclusions to diverse audiences with varying levels of understanding and comprehension
- Demonstrate a working knowledge of communicative approaches and methods which encourage open and respectful attitudes toward participative deliberation and which embrace different viewpoints and perspectives
- Demonstrate a working knowledge of language skills—verbal and written—that allows for careful and concise descriptions of policy problems and statements and reflects an understanding of the implications of specific wordings for different meanings and/or interpretations
- Demonstrates a working knowledge of the ways different organizational environments and managerial practices encourage or discourage multicultural understandings and misunderstandings
- Demonstrate a working knowledge of the ways expanded awareness and appreciation of multicultural and linguistic diversity enhances effective managerial skills and workplace communication
- Demonstrate a working knowledge of effective intercultural competency

[Clarifying Examples](#)

[Basis of Judgment](#)

**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 least one specific student learning outcome expected of all students in that required competency. (Limit 500 words) If none, please state “none.”**

**NONE.**

[Basic Assumption](#)

[Clarifying Examples](#)

[Basis of Judgment](#)

**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)

Self-Study Narrative Section 5.3 asks the program to define what it hopes to accomplish by offering optional concentrations and specializations, as well as the competencies students are expected to demonstrate in each option.

**If your program offers any mission-specific elective competency (such as a track, concentration, option, or specialization), then for at least one offered please describe how it supports the program mission and state least one specific student learning outcome expected of all students in that elective competency. If none, please state "none."**

NONE.

[Basic Assumption](#)

[Clarifying Examples](#)

[Basis of Judgment](#)

- **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, all mission-specific required competencies, and all elective (option, track, specialization, or concentration) 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.

[Basis of Judgment](#)

- **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 one 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*

**1. Definition of student learning outcome for the competency being assessed:** [communicate effectively and interact productively with a diverse and changing workforce and citizenry.](#)

**2. Evidence of learning that was gathered:** (1) Two raters reviewed a sample of recent MPA portfolios, focusing on the “Essay on dealing with diversity and change”; (2) The course evaluations for the PADM598 Diversity Issues in PA were also examined; and (3) The course grades of PADM 598 Diversity Issues in PA were analyzed.

**3. How evidence of learning was analyzed:** (A) Student’s essay explains clearly how he/she approaches the challenges of communicating effectively and/or interacting productively with a diverse and changing workforce and citizenry; (B) the essay provides evidence of student’s awareness of diversity issues; and (C) the essay provides evidence of student awareness of changing times. Each of the above was rated on a 1-3 scale. For A, 1=does not address; 2=Addresses generally, 3=addresses in personal, reflective way. For B, 1=no evidence; 2=some evidence, 3=substantial evidence. For C, 1=no evidence, 2=some evidence, 3=substantial evidence. In order to show competency, students are expected to have an average score of 2.5 or above for each of the categories. Sample average for A, B, and C are 3.0, 2.6, and 2.3.

PADM 598 Diversity Issues in PA course evaluation were expected to be good to excellent with a score greater than 4 (in a 1-5 scale). However, we did not have average evaluation score as the University was about to adopting a new course evaluation form.

Students of PADM 598 Diversity Issues in PA had an average grade of 3.73.

Based on the above, we made the following conclusions about student learning regarding communicating effectively and interacting productively with a diverse and changing workforce and citizenry: (1) students addressed “communicating effectively” very well; (2) students addressed “diversity issue” well enough; (3) students addressed “change” not so well; (4) No data to reach conclusion about PADM 598 teaching evaluation; and (5) Students performed well in PADM 598.

**4. How the evidence was used for program change(s) or the basis for determining that no change was needed:**

The following recommendation are made based on observations: (1) we need to separate evaluation of “diversity” and “changing times”; (2) we also need to revise the essay assignments on these topics in PADM 602 MPA Portfolio; (3) we need to try the new faculty evaluation form and to analyze the results; and (4) Without much more context, grades do not appear to be very valuable as indicators. We plan to drop the use of grades as an indicator on this learning objective.

As a result, the program separated evaluation of “diversity” and “changing times”, revised the essay assignments on relevant topics in the Portfolio course, and dropped the using of students’ grades as a measure of performance.

Overall, the program considers this assessment a useful exercise because it made us reconsider what we wanted to do and how we might better assess how well we are doing it.

**Mission-Specific Required Competencies: One Assessment Cycle Not applicable to our program.**

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:
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:

**Mission-Specific Elective Competencies: One Assessment Cycle Not applicable to our program.**

For the self-study narrative, the program should describe, for <u>one</u> of the mission-specific elective 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. The program should provide the site visit team with samples of the student work that was used as the basis for assessment.
1. Definition of student learning outcome for the competency being assessed:
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:

[Basis of Judgment](#)

**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.

**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.**

Students in our MPA program have abundant opportunities to interact with practitioners from the various public sector professions. First, our program has several adjunct faculty members who are professionally qualified as graduate faculty members because of their rich working experience in the public sector. Among them, Mr. Roger Crum served as Deputy City
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Manager and City Manager of Spokane, Washington, City Manager of Flagstaff Arizona, and City Manager of Evanston, Illinois. Mr. Gerry Gemmill, who is now Vice President at Whitworth University, worked at Spokane County for 33 years and retired there as the County Operations Director. Ms. Martha Lou Wheatley-Billeter is currently working as the Public Information and Communications Manager for Spokane County, and Ms. Heather Lowe is currently Human Resource Director of the City of Spokane. During the self-study year, each of these adjunct faculty members taught at least one course in our MPA program.

Second, students gain a sense of public professional experience in courses taught by core faculty members. Guest speakers are frequently invited to classrooms to share their views in public administration from practitioner perspectives. Students have the opportunity to listen to public sector practitioners' experiences and to question those individuals regarding their careers, the challenges of public service, and opportunities for entering into the public sector. Faculty members frequently give students written assignments that focus on and reflect on real world issues. For example, students are provided scenarios that are generally directed toward problems, issues, concepts found in the real world experiences. In some courses students are required to write case studies as their final term paper. In other courses, student as required to attend public hearing to get first-hand information on what's going on in the community. Teamwork is frequently required in most of our PADM courses. It should be noted, here, that Dr. Robert Zinke, a full time faculty member, began his career as a practitioner, working for nearly 5 years as Community Development Program Analyst, in Morris County, New Jersey, which is located in the New York Metropolitan Area.

Third, the MPA program has a required core course PADM 517 Professional Employment, which is a seminar offered as a student's graduation approaches. It focuses on transition into the job market, giving students experience in résumé preparation, hiring practices and interview techniques from the perspective of both the employer and prospective employee. Additional topics to be covered include personnel system reform efforts, handling of stress in the workplace and ethical issues which commonly arise.

Fourth, students can get professional competencies through PADM 603 Internships in Public Administration. This is an elective course geared towards pre-service students who do not have post-baccalaureate work experience and in-service students who decide to try a new career path.

[Basic Assumption](#)

[Clarifying Examples](#)

[Basis of Judgment](#)

## **Standard 6. Matching Resources with the Mission**

[Rationale](#)

**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:

**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.**

**Faculty Salary:** There was a significant raise of fulltime faculty salary at EWU for the 2013-14 academic year to match the CUPA standards. It is expected that full time faculty will have a 2% increment each year based on the UFE/EWU Final “Collective Bargaining Agreement (CBA)”. Part-time faculty compensation remains stable.

**Faculty development:** Based on the UFE/EWU Final “Collective Bargaining Agreement (CBA)”, the University funds a pool each fiscal year with an amount equal to \$1,200 per tenure and tenure-track faculty member to be used for a variety of purposes, including travel to collections, attendance at national conferences and purchase of software or equipment.

**Research Support:** The university also provides other opportunities for research support – e.g., summer research grants. In addition, any faculty member may get an award of \$2,000 from the College for each peer-reviewed publication to support his/her faculty development activities.

**Copies and other office supply:** \$2,000 per year to cover maintenance and upgrading of engineering copier and cost of office supplies.

**GSA:** The MPA program has two GSA (graduate service assistant) positions offered to current MPA students. A GSA works for the program for 20 hours per week and receives tuition waiver.

**Other:** (1) The College has put special funds used for advertising for all degree programs including MPA; (2) The MPA Program has two scholarships (the Terry Novak and the H. George Frederickson scholarships) awarded to MPA students each at the amount of \$500/year. MPA students also have the opportunity to receive College level scholarships and awards.

Overall, the budget of the MPA Program has been stable. It is sufficient to meet expectations to support faculty, staff, and students for programmatic improvement.

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
PADM 500 Personal Assessment (1)				X
PADM 501 Public Administration Research Approaches (4)			X	
PADM 503 Concepts and Values of Public Service (4)			X	
PADM 505 Public Policy Cycles (4)			X	
PADM 507 Public Policy Analysis (4)			X	
PADM 509 Public Personnel Management (4)			X	
PADM 511 Public Sector Organization Theory and Dynamics (4)			X	
PADM 513 Public Planning and Budgeting (4)			X	
PADM 515 Administrative Law and Regulation (4)			X	
PADM 517 Professional Employment (1)			X	
PADM 519 Public Service Learning Field Experience (2)			X	
PADM 601 Research Project (2)				X
PADM 602 MPA Portfolio (2)				X

6.2b For each specialization advertised by your Program, indicate the number of courses required to fulfill that specialization and how many courses were offered within that

specialization during the self study and two preceding years (count only distinct courses; do not double count multiple sections of the same course offered in the same semester/session/quarter). **Not applicable to our MPA program.**

	Number of Courses Required for Specialization	Number of Courses Offered within SSY	Number of Courses Offered in SSY-1	Number of Courses Offered in SSY-2
Specialization A				
Specialization B				
Specialization C				
Specialization D				

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

We feel the core courses are offered with sufficient frequency. The orientation course PADM 500 Personal Assessment and the two capstone courses PADM 601 Research Project and PADM 602 MPA Portfolio are offered every quarter. PADM 500, PADM 501 Public Administration Research Approaches and PADM 503 Concepts and Values of Public Service are prerequisites for other core courses. PADM 501 and PADM 503 were offered every quarter when enrollment in the MPA program reached its peak a couple of years ago. Both courses are now offered twice a year. Other core courses are offered three times every two years.

[Clarifying Examples](#)  
[Basis of Judgment](#)

## **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](#)  
[Self Study Guide](#)

### **Self-Study Instructions:**

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

In preparing its SSR for Standards 1-6, the Program will provide information and data to COPRA. *Some* of that 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. The data for these stakeholder groups is specifically indicated by an X in the NASPAA column.

Other data will have to be posted *by the program* on its website (or be made public in some other way). That data is indicated by an X in the PROGRAM column below. A program that does not provide a URL needs to explain in a text box how they make this information public (through a publication or brochure, for example).

### Data and Information Requirements

The information listed in the table 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.

Data and Information	Data supplied to COPRA as part of self study	NASPAA Standard	PROGRAM will publicly Release these data:	NASPAA will publicly release these data supplied by each program:
General Information about the degree	<ol style="list-style-type: none"> <li>1. Degree Title</li> <li>2. Organizational Relationship between program and university</li> <li>3. Modes of program delivery</li> <li>4. # Credit Hrs</li> <li>5. Length of degree</li> <li>6. List of dual degrees</li> <li>7. List of specializations</li> <li>8. Fast-track Info</li> <li>9. # Of students (varies)</li> </ol>	Eligibility Section	X <a href="http://www.ewu.edu/cbpa/programs/public-administration">http://www.ewu.edu/cbpa/programs/public-administration</a>	X
Mission of the Program	1. Mission statement	Standard 1	X <a href="http://www.ewu.edu/cbpa/programs/public-administration/mission-statement">http://www.ewu.edu/cbpa/programs/public-administration/mission-statement</a>	
	2. Please link your program performance outcomes to the contributions your	Standard 1		X

	<p>program intends to produce to advance the knowledge, research, and practice of public affairs, administration.</p> <p>3. SEE MISSION-TRIGGERED DATA TABLE BELOW</p> <p>Mission elements that trigger additional public communication of information and data.</p>	Standard 1		<p><b>X</b></p> <p>NASPAA will release the data for those programs participating in the mission-triggered data surveys</p>
Admission	1. Admission criteria	Standard 4	<p><b>X</b></p> <p><a href="http://www.ewu.edu/cbpa/programs/public-administration/admission-process">http://www.ewu.edu/cbpa/programs/public-administration/admission-process</a></p>	
Enrollment	<p>1. # Enrolled</p> <p>2. Enrollment - Diversity<sup>9</sup></p> <p>a. Gender</p> <p>b. Race/Ethnicity</p> <p>c. International</p>	Standard 4		<p><b>X</b></p>
Faculty	<p>1. # Faculty teaching in the program</p> <p>2. Faculty identified within the unit including rank</p>	Standard 3	<p><b>X</b></p> <p><a href="http://www.ewu.edu/cbpa/programs/public-administration/public-admin-faculty">http://www.ewu.edu/cbpa/programs/public-administration/public-admin-faculty</a></p>	
	3. Faculty diversity (% of teaching faculty by ethnicity) <sup>10</sup>			<p><b>X</b></p>

Cost of Degree	<ol style="list-style-type: none"> <li>1. Tuition cost (in-state/out-of-state)</li> <li>2. Description of Financial Aid Availability, including assistantships</li> </ol>	<b>Standard 4.1</b>	<b>X</b> <a href="http://www.ewu.edu/cbpa/programs/public-administration/frequently-asked-questions">http://www.ewu.edu/cbpa/programs/public-administration/frequently-asked-questions</a> with a link to <a href="http://www.ewu.edu/grad/costs-and-fees">http://www.ewu.edu/grad/costs-and-fees</a>	<b>X</b>
Career Services	1. Distribution of placement of graduates (#)	<b>Standard 4.3</b>	<b>X</b> <a href="http://www.ewu.edu/cbpa/programs/public-administration/frequently-asked-questions">http://www.ewu.edu/cbpa/programs/public-administration/frequently-asked-questions</a>	<b>X</b>

Current Student	1. Internship Placement List (use list in Std. 4)	<b>Standard 4.3</b>	<b>X</b> <a href="http://www.ewu.edu/cbpa/programs/public-administration/frequently-asked-questions">http://www.ewu.edu/cbpa/programs/public-administration/frequently-asked-questions</a>	
Faculty	<ol style="list-style-type: none"> <li>1. Faculty Publication Titles (1 per faculty member) that best exemplify program mission.</li> <li>2. Faculty contributions (1 per faculty member) to public policy and administration</li> </ol>	<b>Standard 3.3</b>		<b>X</b>
Graduates	1. Evidence of Student Learning Outcomes (such as Graduate Portfolios, Research Papers, etc.)	<b>Standard 5</b>		<b>X</b>
	2. Completion Rate (% of class entering five years prior to self study year that graduated within 2 years, and within 5 years)	<b>Standard 4.3</b>	<b>X</b> <a href="http://www.ewu.edu/cbpa/programs/public-administration/frequently-asked-questions">http://www.ewu.edu/cbpa/programs/public-administration/frequently-asked-questions</a>	

<sup>9</sup> Skip where not permitted by law or university policy

<sup>10</sup> skip where not permitted by law or university policy

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 have every required data elements posted on our website.](#)

[Clarifying Examples](#)

[Basis of Judgment](#)

**Mission-Linked Public Data Reporting**

Some programs may have missions that trigger additional public data reporting. If any of the following conditions is indicated in the Self-Study Report, the program has additional public accountability responsibilities, and should either participate in the data survey indicated below or provide an equivalent source of public information about your program to stakeholders.

<b>If your MISSION includes:</b>	<b>Your program should participate in these data survey:</b>	<b>Where your data will appear:</b>
Seeking a national or international applicant pool and a national/international scope of policy/management influence	NASPAA Alumni survey (when it becomes available, est.'d 2013-14.) Until then or alternatively, the program may present its own alumni survey results, at its option.	Gopublicservice.org and NASPAA and APPAM website locations for prospective students; or on the program’s website or equivalent
Significant selectivity in admissions	NASPAA/APPAM Foundation Data Survey (every Fall, starting 2012).	NASPAA website and potential media partners; or on the program’s website or equivalent
International public affairs education	The program should present its own data related to its international mission.	Globalmpa.net; or on the program’s website or equivalent

Programs with these missions should anticipate the need to participate in these data modules in advance of completing their self-study, and should contact the NASPAA office for further details and timetables.

If the program has checked one of the mission boxes but has elected not to participate in the corresponding data survey, in the space below, explain how the program meets the public

accountability aim of this standard

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## Glossary:

**Academically qualified faculty member:**

A faculty member who holds a terminal degree related to his or her teaching responsibilities and has maintained scholarship activities to support his or her teaching responsibilities. If the faculty member received their terminal degree more than 5 years prior to the self-study, they need to show currency in the field, particularly in his or her area of scholarship. The program 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.

**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.

**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.

**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.

**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.

#### 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.

### 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

<p>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</p>
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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 <b>recruitment</b>	Strategies used in <b>retention</b>	Other <b>strategies</b> 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 concentrations of diverse graduate students	New faculty are provided 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	New faculty members are introduced to the teaching and	

graduate student body to encourage applications from potential candidates	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 <u>Black Issues in Higher Education</u> , 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 21<sup>st</sup> 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.

### 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 them, mission-specific elective competencies can reflect the unique and/or specialized knowledge and expertise available to students in the program.

### 5.3 Clarifying Examples:

The mission of Program G is to prepare students for management and administrative positions in government and not-for-profit organizations. Program G offers a concentration in non-profit management. Students are required to demonstrate a working knowledge of government regulations regarding non-profits. Program G is in conformance with Standard 5.3 for this competency.

Program H requires students to select one of three “specializations” offered by the program: non-profit; finance; or generalist. The program defines student learning outcomes for the non-profit and finance specializations but the not generalist. The program will need to state the competency expected of students in the generalist specialization.

### 5.3 Basis of Judgment:

The program states how each mission-specific option, track, concentration, or specialization is linked to program mission and provides at least one example of a student competency for each option. The options or specializations offered are consistent with the program's mission.

### 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 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:**

Basis of Judgment

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.

Basis of Judgment

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.

Basis of Judgment

At a minimum, the program has defined each mission-specific elective 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 elective 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:**

Basis of Judgment

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.

#### Basis of Judgment

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.

#### Basis of Judgment

The program demonstrates evidence of student attainment of the expected learning outcomes for the mission-specific elective competencies described in the self-study. (The SVT has auditing authority at NASPAA and may review any mission-specific elective 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 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, # Credit Hrs, Length of degree, List of dual degrees, List of specializations, Fast-track Info, # 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.

**Mission Elements:** For certain programs your mission will trigger additional requirements for data that needs to be available to the public. The program may collect this information through the use of NASPAA provided data modules, or through their own survey instruments, but the results need to be publicly available. If the Program does not use NASPAA instruments and its data is not made publicly available by NASPAA, 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 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.

## **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<sup>11</sup> 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

#### **Program O: Leading and Managing in Public Governance**

Specific Competency	Evidence	Analysis & Findings	Program Change
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<sup>11</sup> 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](#).

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
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**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